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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The specific topics in this guide are: safety, self-concept, understanding the body, taking care of one's body, feelings and one's family, and things that hurt a child. (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

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University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

HEALTH - K

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I. SAFETY

NOTES TO THE TEACHER

Activities in the SAFETY Unit cover three topics:

1. Traffic
2. Strangers
3. Home and School Environments

As children leave the home environment and enter school, adjustments to new experiences and group interactions occur. The safety of these students must be a top priority.

The best preparation for teaching the SAFETY Unit is to read or review the following two documents:

ALABAMA CARES (Children in Alabama Receive Education in Safety)
A Guide to Personal Safety K-1
Bulletin 1986, No. 41
Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, AL 36193

Pedestrian Safety Education for Alabama Youth
Bulletin 13, 1979
Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, AL 36193

Some of the twelve activities comprising the SAFETY Unit are adaptations from these publications. The two documents provide other materials that could supplement the activities in this Unit.

HEALTH - K
SAFETY

TOPIC: TRAFFIC

OUTCOME: 26. Discuss traffic safety rules.

ACTIVITY 1 - OUTCOME 26

Materials:
- Long piece of black tagboard
- Red, green, and yellow cellophane paper
- Glue or tape
- Flashlight
- Teacher-made boy and girl mitten puppet pattern with listed materials (Teaching Materials Section, p. 64)
- Safety Poem Chart

Safety Poem*

Red on top,
And green below.
Red says, "Stop!"
And green says, "Go."
Yellow says, "Wait"
Even if you're late.

Make a traffic signal from a long piece of black tagboard by cutting three identical, round holes and back them with red, yellow, and green cellophane paper.

Display the Safety Poem, the traffic signal light, and the puppets.

Introduce the puppets to the class. Explain that the puppets are entering school for the first time and have many new things to learn. Stress that the puppets are very excited and anxious to meet new friends; however, they realize that one of the first things they must learn is to stay safe. Let one of the puppets "read" the Safety Poem from the chart and have the students repeat the words.

Have a student stand behind the traffic signal with a flashlight. As the students say the poem, let the student with the flashlight flash the light behind the color as it is read in the poem.

Save the Traffic Signal Light and the Safety Poem for Activity 2.

*Pedestrian Safety Education for Alabama Youth

ACTIVITY 2 - OUTCOME 26

Materials:
- Traffic Light Story (Teaching Materials Section, pp. 65)
- Vehicle pictures (Teaching Materials Section, pp. 67-73)
- Safety Poem from Activity 1
- Traffic Signal Light from Activity 1
- Flashlight

Display the Safety Poem and the traffic signal light used in Activity 1. Have a student stand behind the traffic signal with a flashlight. Read "Traffic Light Story" to the students. Display the vehicle pictures as each occurs in the story. Emphasize rules for safe behavior associated with each color of the traffic light. (Red means stop; green means go if clear; and yellow means caution or prepare to stop.)

ACTIVITY 3 - OUTCOME 26

Materials:
- Situational pictures (Teaching Materials Section, pp. 74-77)

Display the corresponding situational picture as the matching story is read. Have students discuss the traffic safety rule related to each situation story.

Situational Story No. 1

Billy is crossing the street at the safe place. Where is he crossing? Trace his path with your finger.

Situational Story No. 2

Ann and Mary are on opposite sides of the street. Find each girl. Ann wants to walk with Mary. Where can she safely cross?

Situational Story No. 3

Billy's and Jack's houses are shown. Where should Billy cross to go to Jack's house? Why shouldn't Billy cross in the middle of the block?

Situational Story No. 4

Here we see Ann, Billy, and their puppy Jeep. Where are they? What do you think happened? Why do you think that Ann is holding on to Billy? What is coming in the street? Is Billy being careful? Why not? Will Jeep reach the other side before the car comes? What would you do if you were Billy? What should you do before you cross the street?

ACTIVITY 4 - OUTCOME 26

Materials: • Traffic signs (Teaching Materials Section, pp. 78-80)

Display the three traffic signs and discuss the meaning of each. Explain how traffic signs tell drivers and pedestrians what to do. Ask questions similar to the ones listed below.

- Does anyone know the name of each traffic sign? (1. Stop, 2. School Zone, and 3. Railroad Crossing)
- Why is each sign important? (alerts people to practice safe behavior)
- What does each sign tell us to do? (1. Stop. 2. Proceed slowly with caution and watch for students. 3. Stop, look, and listen.)

1. 2. 3.

ACTIVITY 5 - OUTCOME 26

Materials: • Seat belt (may be obtained from a wrecker service)
• Small chair
• Seat Belt Users Chart

Name	Mon.	Tues.	Wed.	Thurs.	Fri.

Show the seat belt to the class. Demonstrate the correct way to open and close the belt. Encourage the students to listen for the "click."

ACTIVITY 5 - OUTCOME 26 (Cont'd)

One-by-one, let students sit in the seat belt chair and practice locking the belt around their bodies. Have students chant the following poem as they lock the seat belt:

"One quick click
does the trick!"

Post the seat belt users chart. Direct students to place a check by their names on the days they remember to "buckle-up."

TOPIC: STRANGERS

OUTCOMES: 25. Discuss safety measures to follow when people are approached by strangers.

28. Discuss the importance of refusing drugs and other dangerous or unknown substances offered by strangers.

29. Discuss reasons for saying "no," and practice saying "no" to food, drink, and other substances offered by strangers.

ACTIVITY 6 - OUTCOMES 25, 28 and 29

Materials: • "Stranger Danger Chant" on poster board or chart paper (Teaching Materials Section, p. 81)

With the students, develop a definition of the word "stranger." (A stranger is someone your parents and you do not know.)

Discuss with the students the importance of refusing anything offered to them by a stranger. State that some strangers may offer food or drinks that look tempting. Explain that the food or drinks could contain a drug or substance that could make them very sick. Emphasize that when food is offered by a stranger, there is only one thing to say: "No!" Have the students practice saying "no" until each student can say "no" firmly and confidently.

Following the practice session, have the students read in the "Stranger Danger Chant."

ACTIVITY 7 - OUTCOMES 25, 28, and 29

Materials: • Paper - One sheet per student
• Crayons

Discuss reasons for saying "no" to food, drink, or other substances offered by strangers. Emphasize "Stranger Safety Rules" similar to the following:

1. Always say "no" to food, drink, or other substances offered by strangers.
2. Move away from strangers that offer you anything.
3. Tell an adult about the actions of the stranger.

Read the following situational story for reactions by the students.

> One day Linda was walking home from school. A car stopped near her and a man rolled down the window. He asked her to come over to the car for a piece of candy. Linda remembered a rule that she had learned at school: Always say "no" to food, drink, or other substances offered by strangers. She pretended that she did not hear the man and quickly went on her way.

To reinforce the "Stranger Safety Rules," have the students role-play the situational story and draw the way they would react to the story.

To reemphasize the above safety rules, use additional materials from ALABAMA CARES.

TOPIC: HOME AND SCHOOL ENVIRONMENTS

OUTCOMES: 22. Discuss safety rules for selected situations.

36. Demonstrate safe use of playground equipment.

ACTIVITY 8 - OUTCOME 22

Materials:
- Hot plate
- Pot
- Vegetables
- Soup mix
- Knives
- Paper bowls
- Plastic spoons
- Chart paper
- Marker

Plan a cooking activity for the students such as making vegetable soup. Before preparation begins, discuss safety rules for using knives and a hot plate. Constantly supervise all phases of this activity. During each phase, carefully explain rules that must be followed to ensure the safety of everyone. Also, attention should be given to why a rule is important.

Example of rules:

Electrical appliances

- Adults must supervise the use of electrical appliances.
- Cords must be placed so that no one can trip over them.
- Pot handles must be turned away from the front edge of the hot plate.

Knives

- Use knives with blunt or serrated blades.
- Do not leave a knife unattended.

Following the directions on the soup mix, have students participate in all aspects of making vegetable soup.

To culminate the activity, list on chart paper all of the safety rules that were followed. At a later time, review these rules by reading them from the chart one at a time. Have students explain why it is important to follow these rules. Promote discussion that allows transfer of learning to other cooking situations and other uses of electrical appliances.

Extended Activity:

Similar safety rules governing the use of pencils and scissors should be discussed and demonstrated for the students.

ACTIVITY 9 - OUTCOMES 22 and 36

Take the students on a tour of the playground. Discuss correct and safe ways to play on the equipment. Let students demonstrate safe behavior while using the equipment. Point out places on the school campus where running is acceptable behavior and other places where walking is the correct behavior.

TOPIC: HOME AND SCHOOL ENVIRONMENTS

OUTCOMES: 23. Identify potential hazards in the environment.

37. Discuss how hazards in various environments can be avoided.

ACTIVITY 10 - OUTCOMES 23 and 37

Materials:
- Chalkboard
- Chalk
- Hazard Pictures (Teaching Materials Section, pp. 82-87)
- Crayons

Ask students to define "hazard." (Try to elicit the meanings "dangerous," "leading to an accident," or "will hurt or harm.") Have students identify things that are hazardous at school and at home. List the hazards on the chalkboard under the columns SCHOOL and HOME.

Divide the students into small groups. Give each student in a small group a different picture of a potential hazard (omit house on fire and the skull and crossbones from the sample set). Have each student identify the potential hazard in the picture. Ask each student to cross out the hazard with a crayon and tell why the hazard is dangerous. Let students tell how the hazard in each picture can be avoided. When all the students have had their turn, collect the pictures and show the group the picture of the house on fire. Ask, "Which hazards could have caused this to happen?" (Answers: frayed cord, plug overload, skillet on fire, cigarette burning)

Show the picture of the skull and crossbones and ask, "Who could be in danger from this hazard?" (Be sure to have students name children, adults, and pets.)

TOPIC: HOME AND SCHOOL ENVIRONMENTS

OUTCOME: 24. Explain why foreign objects should not be put in the mouth, nose, and ears.

ACTIVITY 11 - OUTCOME 24

Materials: • Real objects or pictures of objects normally not put in the mouth, nose, and ears (See the list below.)

Show objects or pictures of objects that are normally not put in the mouth, nose, and ears. Have students identify proper uses of each object, improper uses that could be hazardous, and the dangers of improper uses of the objects. Objects similar to the following may be used:

feather
proper use - to decorate hats or in Indian gear
improper use - to stick feather shaft (stiff point) into the body
danger - cause bleeding, put out an eye, puncture eardrum

buttons
proper use - to close front of shirt or blouse
improper use - to put in mouth, nose, or ears
danger - cause choking if swallowed; become embedded in nose or ears

safety pin (closed)
proper use - to hold two things together
improper use - to put in ear to remove wax
danger - puncture eardrum; cause bleeding

pebbles/small rocks
proper use - to cover unpaved driveways or walkways
improper use - to put in nose
danger - cause nosebleeds

bottle caps
proper use - to keep contents from spilling out of a container
improper use - to put in mouth
danger - cause choking if swallowed; cause cuts on inside of cheeks or on tongue

pencils
proper use - to write
improper use - to hold while running
danger - puncture the body; put out an eye

TOPIC: HOME AND SCHOOL ENVIRONMENTS

OUTCOME: 33. Establish and practice rules for appropriate behavior in all school activities.

ACTIVITY 12 - OUTCOME 33

Identify and discuss appropriate behavior for various school activities, such as eating in the cafeteria, playing on the playground, listening and talking in the classroom, and working together.

Establish positive rules for appropriate behavior in the various settings. Role-play situations so that students can practice established procedures. Take the students to the cafeteria. Have the students practice the appropriate behaviors and procedures for lunchtime.

State rules for students in positive language. (Listed below are positive classroom rules that address most school activities.)

SAMPLE RULES

1. Take care of yourself.
2. Be kind to other people.
3. Take care of materials and equipment.
4. Respect the work and property of other people.
5. Walk and talk quietly in the building.
6. Take turns talking and listening.

II. I'M A SPECIAL PERSON

NOTES TO THE TEACHER

Activities in the I"M A SPECIAL PERSON Unit cover one topic:

1. Self-concept

Because self-concept begins forming during the early childhood years, teachers are in an excellent position to encourage the development of a positive self-concept and self-esteem in students. Self-concept affects the way we feel about ourselves, how we think others feel about us, and how we feel about other people.

One of the most important ways of building self-esteem is letting children have some control over their lives. Teachers can do this by including self-directed activities and by encouraging students to work independently of the teacher in appropriate situations. Control over one's body is important to the development of self-esteem. Children who watch from the sidelines as others excel in athletics and motor activities feel unfulfilled. These children often feel as though they are missing an important aspect of their lives.

Teachers can help students develop a positive self-concept by: responding to them with warmth, attention, and affection; making sure that tasks are not too difficult or too easy; showing approval of their efforts; and expecting students to be successful.

The whole physical environment should say to students, "You are important, you are capable, you are loveable." Therefore, the environment should be interesting and a pleasant place to be.

HEALTH - K
I'M A SPECIAL PERSON

TOPIC: SELF-CONCEPT

OUTCOME: 32. Recognize that each person is unique, worthwhile, and special.

ACTIVITY 13 - OUTCOME 32

Materials:
- Full-length mirror
- White butcher paper
- Crayons
- Markers
- Scissors
- Stapler
- Tissue paper

During circle time, sing the following greeting song with each student to the tune of "Where is Thumpkin?"

Where is Larry? — Teacher
Where is Larry?

Here I am. — Child
Here I am.

How are you today, sir? — Teacher

Very well, I thank you. — Child

Glad you are here. — Teacher
Glad you are here.

After singing the song, lead a discussion about how people are alike and different. Have students note similarities among classmates first. (Examples: Tonya, Clint, and Mary have brown hair; Frank, Tom, and Carla have on yellow shirts.) Then, have students note differences among classmates.

Provide a full-length mirror for students to view themselves while another student describes their appearance. (Example: John is a boy with black hair and brown eyes; he has on a red shirt.)

ACTIVITY 13 - OUTCOME 32 (Cont'd)

Review with the students that while there are ways they are alike, there are other ways that make them unique. Emphasize that the unique features of each student are what make that student a special person who is worthwhile and who can make a special contribution to class, school, and home situations.

After similarities and differences are discussed, have each student lie down on a double sheet of white butcher paper. Trace the body silhouettes on the butcher paper. Cut out the silhouettes. Let students personalize the silhouettes by drawing their features. Staple the two silhouettes together. Have students stuff the two stapled silhouette parts with tissue paper to create a three-dimensional figure. Have students bring old clothes from home to dress the "doll bodies."

Use the "doll bodies" throughout the I'M A SPECIAL PERSON Unit.

ACTIVITY 14 - OUTCOME 32

Materials:
- One 4" paper circle per child
- Yarn
- Crayons

Read the following poem to the students:

GLAD TO BE ME

I am me. I may be small
While you are very, very tall.
Or maybe I can't sing so well,
But I think being me is swell!
I like my eyes!
I like my face!
I like each hair
Of mine in place!
I like who I am I like being me,
'Cause I'm some ody special!
I'm me, you see!

Ann Charles

ACTIVITY 14 - OUTCOME 32 (Cont'd)

Declare the following day to be "Me" day. Encourage students to wear their favorite color clothes and bring their favorite toy to school. Make a necklace for each student by stringing a piece of yarn through a four-inch paper circle. As students arrive the following morning, give each a paper-circle necklace. Have the students draw pictures of their favorite activities on the paper circle.

Encourage the students to share the information on their necklaces. Emphasize that everyone has individual likes and that everyone is unique, worthwhile, and special.

To conclude the day's activity, have students take turns responding to open-ended statements, such as:

One thing I like about myself is_____.
One thing I really like to do is_____.
I am really good at_____.
I feel good about myself when I_____.

ACTIVITY 15 - OUTCOME 32

Materials: • Key to Success Award - one per student (Teaching Materials Section, p. 88)

Complete the "Key to Success Award" certificates using each student's name and special talent. Have a certificate for every student in the class. Recognize as many different talents as possible in order to direct attention to each student's uniqueness. (Example: This certificate is presented to Gary Jones for having a nice smile.)

Explain to students that each person posseses something special. State that this "something special" will help each student achieve success in life. On an individual basis, present each student with a certificate in front of the class. Lead the applause after each award is presented.

III. UNDERSTANDING MY BODY

NOTES TO THE TEACHER

Activities in the UNDERSTANDING MY BODY Unit cover three topics:

1. Body Parts
2. The Five Senses
3. Dental Health

Kindergarten is the ideal place to have students learn about their bodies. Each of the three topics in this Unit focuses on developing and expanding a preschooler's level of understanding about how and why the body parts work to make a healthy and happy person.

The topic of Dental Health relies heavily on the following set of materials:

Alabama Smile Keeper (ASK)
Alabama Department of Public Health
Bureau of Dental Health
Montgomery, AL 36130

TOPIC: BODY PARTS

OUTCOME: 2. Identify the major body parts.

ACTIVITY 16 - OUTCOME 2

Materials: • Doll or mannequin (optional)

Teach the following song to the students. As the students sing, have them point to the various parts of their bodies.

(Tune: "Mulberry Bush")

My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes
Then we stand together.

If possible, provide a doll or mannequin for demonstration of the various body parts. Help students identify and locate the major body parts on the doll or mannequin. Repeat the activity having students identify body parts on their bodies.

ACTIVITY 17 - OUTCOME 2

Materials: • Clay

Using clay, have the students form shapes needed for body parts (ball for head and cylinders for body, arms, legs, feet, etc.). Press the shapes together in the correct manner to make a person. After the clay person is assembled, ask the students to point to the various body parts.

TOPIC: THE FIVE SENSES

OUTCOME: 1. Identify the five senses and explain their functions.

ACTIVITY 18 - OUTCOME 1

Materials:
- Empty baby food jars with lids or empty plastic jars with lids
- Strong-scented substances, such as vanilla flavoring, lemon peels, cinnamon sticks, onion pieces, peppermint, and bleu cheese
- Blindfold

Point out that the sense of smell helps identify things in the environment. Place each substance in a jar and cover the jar with a lid. Let students see and smell the contents of each container. Blindfold a student. Have the student choose a jar. Let the student open the selected jar and sniff the contents. Ask the student to identify the smell. Continue this process with other students.

NOTE: Some students do not like to be blindfolded. Have these students cover their eyes.

ACTIVITY 19 - OUTCOME 1

Materials:
- Cantaloupe or other fruit
- Lemon slices
- Cauliflower
- Spice cake
- Cubes of cheese
- Small paper plates
- Plastic forks
- Napkins

Plan a tasting party to have students experience the sense of taste. Let each student fill a plate with various foods. Have the students taste the different foods. Ask students to identify and describe the different tastes.

ACTIVITY 20 - OUTCOME 1

Materials:
- Book
- Pencil sharpener
- Classroom door
- Light switch
- School bells (fire drill, changing classes, lunch)

Have students experience various types and volumes of noises. Point out that paying attention to noises may help people stay safe and unharmed. Have the students close their eyes and listen to the noises in the classroom. Have the students identify the sources of the different noises. (Noises can be made by dropping a book, closing a door, turning a light on/off, and sharpening a pencil.) After listening to and identifying classroom sounds, take a "listening walk" outside. Have the students identify who or what makes the outside sounds (birds, animals, people, vehicles, and machines)

ACTIVITY 21 - OUTCOME 1

Materials:
- Eye chart
- Mirror

Tell students that sight allows us to see. Being able to see where we are going and what is happening around us can help us to be safe.

Invite an eye specialist (optometrist or ophthalmologist) to vist the classroom. Have the specialist explain why and how a person's eyes are examined. Ask the specialist to bring charts or pictures used in his/her work. Have the specialist explain reasons why people wear glasses.

Following the visit from an eye specialist, review the functions of the eyes. Discuss ways to protect and take care of the eyes.

To stimulate familiarity with eye charts used for testing, place the chart(s) in an area of the housekeeping center. Show students the appropriate responses when taking a test with the chart(s). Pair students and let them practice giving appropriate responses.

ACTIVITY 22 - OUTCOME 1

Materials:

- Box to hold items
- Rubber gloves
- Cotton gloves
- Fur (soft, furry)
- Coil (springy, cold)
- Tree bark (rough, bumpy)
- Shells (smooth, hard)
- Carpet (soft, stiff)
- Cactus (prickly, sharp)
- Cotton (soft, light)
- Rope/twine (scratchy)
- Sandpaper (scratchy, rough)
- Brushes (bristly, soft)
- Pine cone (prickly, rough)
- Fabrics (variety)
- Wood (smooth, hard)
- Plastic (smooth, flexible)
- Styrofoam (smooth, scratchy)
- Rubber foam (spongy, soft)
- Paper (crisp, soft, smooth)
- Yarn ball (soft)
- Feather (soft, light)
- Cellophane (crisp, thin)
- Metal (cold, smooth)

Use the box to make a "Touch and Feel" tray. Fill it with a variety of items such as those listed in the materials list. Have the students compare texture, size, weight, number, and consistency by touch. Encourage the students to experience how each item feels, first using their bare hands, and then wearing rubber or cotton gloves.

TOPIC: DENTAL HEALTH

OUTCOME: 3. Relate health and the care of teeth to eating snack foods.

ACTIVITY 23 - OUTCOME 3

Materials:
- "Hilda the Happy Tooth" pictures (Teaching Materials Section, pp. 89-97)

Use the pictures of "Hilda the Happy Tooth" to illustrate what snack foods can do to teeth. Read and discuss the story that accompanies the "Hilda the Happy Tooth" pictures. Have the students indicate the snack foods that are not good for healthy teeth.

This story is taken from the "Hilda the Happy Tooth" booklet and is an example of materials available from the Alabama Smile Keeper (ASK) program.

ACTIVITY 24 - OUTCOME 3

Materials:
- Large toothbrush and set of teeth (Sometimes dentist offices will provide these models.)
- Toothbrush
- Dental floss
- Flouride mouthwash
- Toothpaste

Display the toothbrush, dental floss, mouthwash, and toothpaste. Discuss the proper way to care for teeth (flossing, brushing, and rinsing the mouth). Have students practice the correct way to brush teeth using the model for demonstration.

Explain to students that some foods are bad for the teeth (hard candy, chewing gum with sugar). Further explain that brushing and flossing of teeth are always important but are especially so when certain types of foods are eaten. Emphasize that other foods are good for helping to clean the teeth (apples, other fiber foods), but even that does not preclude the need to brush and floss teeth regularly.

IV. TAKING CARE OF MY BODY

NOTES TO THE TEACHER

Activities in the TAKING CARE OF MY BODY Unit cover three topics:

1. Nutrition
2. Physical Fitness
3. Health Habits

During the study of TAKING CARE OF MY BODY, students develop an awareness of the proper foods to choose in order to take better care of the body. Helping students develop an ability to care for themselves offers many opportunities for class projects. Many appropriate activities can be found in the following kit:

FOOD--EARLY CHOICES KIT
Dairy and Food Nutrition Council
322 Alabama Street
Montgomery, AL 36104

Activities geared toward the physical development of the body are presented in noncompetitive settings. The promotion of good health habits should begin early in a child's life, with the opportunity to learn about self-care. Procedures and rules must be learned for taking care of the body, such as brushing teeth, using bathroom facilities, washing hands, selecting the correct diet, getting the proper rest, and getting exercise. The teacher continuously serves as a model for behavior, good grooming, and healthy personal habits.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: NUTRITION

OUTCOME: 4. Identify foods in the four basic food groups.

ACTIVITY 25 - OUTCOME 4

Materials:
- Four pieces of poster board
- Pictures of foods from the four basic food groups
- Magazines
- Scissors
- Glue

Display four empty poster boards where students can see them. Explain to students that there are four different kinds of foods that all people need to be healthy. Tell students that they are to find pictures of those four kinds of foods.

Label the first poster "Milk Group." Explain that dairy products come in many forms. Display pictures of a few dairy products on the poster. (An alternative to displaying pictures is to bring actual items or empty containers of items.) Emphasize that while dairy products may look differently, they all are made from milk. The "Milk Group" poster with teacher-selected pictures attached might resemble the following:

Instruct students to cut out pictures that could be added to the "Milk Group" poster. Tell students to look for items such as the following:

- cheese
- cottage cheese
- butter
- vanilla pudding
- skim milk
- buttermilk
- evaporated milk
- nonfat dry milk

Let students glue the pictures on the poster. Over a few class periods, repeat the process previously outlined for the other three food groups. Each time, provide initial instruction; show pictures or actual items of foods belonging in that group; and ask students to search for other foods that belong to that group. The names of the other three food groups, points to emphasize regarding the food groups, and suggested pictures are summarized below.

Food Groups	Points to Emphasize	Suggested Pictures
Fruit and Vegetable Group	1. Sometimes it is not easy to tell a fruit from a vegetable (pumpkin, tomato). 2. Vegetables and fruits come in various forms (juices, dried fruit).	Vegetables Vegetable juices Fruit Dried fruit
Meat Group	1. The Meat Group includes poultry and fish. 2. Some foods like eggs, nuts, and beans help the body in the same way as meats.	Turkey Chicken Beef Peanuts Peanut butter Steak Ham Fish Dried beans Eggs
Grain Group	1. Bread and cereals come in different forms, but they are all made from grains.	Crackers Bread Rice Hamburger buns Muffins Rolls Spaghetti Macaroni Oatmeal Cereal Taco shells

ACTIVITY 26 - OUTCOME 4

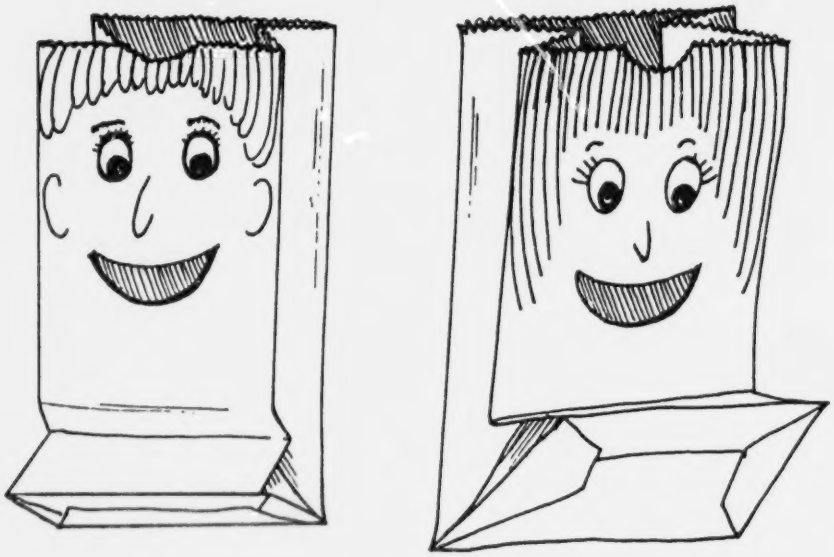
Visit the school cafeteria to talk with the lunchroom manager about how foods are selected. Ask the lunchroom manager (or home economics teacher) to explain how foods are selected for the school breakfast or school lunch programs. Ask the lunchroom manager to name the four food groups and have the students name specific foods found in each food group. If possible, have the students and the lunchroom manager plan a lunch menu which will be served in the lunchroom.

ACTIVITY 27 - OUTCOME 4

Materials:
- Two paper bags, one with a boy's facial features and the the other with a girl's features (See the illustration below.)
- Four containers
- Pictures of a variety of foods from the four food groups

Prepare for the activity by collecting pictures of foods from the four food groups. Place the pictures in four containers labeled "Meat Group," "Fruit and Vegetable Group," "Milk Group," and "Grain Group." Decorate two paper bags with boy and girl facial features.

From the containers, have students select foods they like to eat. Have the students identify the foods selected and in which food group the food belongs. Have each student select one food from each food group to "feed" the decorated bags. Have each student relate the chosen foods to the appropriate food group before feeding the bag.



HEALTH - K
TAKING CARE OF MY BODY

TOPIC: NUTRITION

OUTCOME: 7. Explain why all living things need appropriate diets.

ACTIVITY 28 - OUTCOME 7

Materials:
- Chart paper
- Marker

Gather baseline data for this activity at the beginning of the school day. If possible, teach this activity prior to morning break, and continue it just prior to lunch time. Culminate the activity after lunch.

Ask students to tell the type foods they had for breakfast. List the foods on chart paper. Separate the nutritious foods from junk food, but do not comment on this. Record the number of students who ate nothing for breakfast.

Prior to the morning break, have students discuss how they feel (good, tired, hungry, thirsty). After the break, discuss the snack food eaten by the students and how it may affect the way they subsequently feel (more awake, refreshed, more energetic). On chart paper, list the snack foods eaten by the students.

Prior to lunch, discuss how students feel and follow up with any differences in how they feel after eating lunch. On chart paper, list the lunch foods eaten by the majority of students. (Be careful that judgments are not inferred for those who bring a lunch from home.)

Summarize the class discussions and compare how students felt (1) prior to eating and (2) after eating. Emphasize that food is necessary for all living things. Find as many ways as possible to tie the nutritious foods the students have eaten to the state of feeling better. Emphasize that when we eat good food, we feel better; when we eat mostly junk food or have no food at all, we do not feel as well.

Briefly transfer the concept of the need for appropriate diets to plants and animals.

ACTIVITY 29 - OUTCOME 7

Materials:
- One sheet of paper per student labeled "Junk Foods"
- One sheet of paper per student labeled "Nutritious Foods"
- Old magazines
- Scissors
- Glue

Define "nutritious foods" and "junk foods." Refer to Activity 28 when students discussed how they felt before and after eating. Make certain students understand that an appropriate diet is necessary.

Have students find pictures of the different kinds of foods they must have in order to grow properly. Glue the pictures on a sheet of paper labeled "Nutritious Foods."

On a second sheet of paper labeled "Junk Foods," have the students glue pictures of junk foods. Exercise caution that nutritious foods are not confused with junk foods. (Example: Hamburgers can be nutritious unless overloaded with excessive catsup.)

Emphasize that an appropriate diet will give the students a variety of foods that contain all of the things needed to grow up healthy and feel good every day. Stress that junk foods do not provide these things and will often make them feel tired and listless.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: PHYSICAL FITNESS

OUTCOME: 21. **Describe the contributions of games and other movement activities in maintaining physical fitness.**

ACTIVITY 30 - OUTCOME 21

Spend a brief time providing the following explanation to students:

> Movement that takes place when playing (running, dodging, stretching, bending) causes a need for more oxygen in the muscles that are moving. The muscles use the oxygen to move the body. When playing active games, the body develops endurance, strength, speed, and quickness. The oxygen needed is supplied for the body by the action of the lungs and the circulation of blood in the body. The body becomes healthier and stronger as active play takes place.

Select a group game for students to play (tag, kick ball, relay). Begin playing the game. Interrupt the game once or twice to allow students to apply the information provided earlier. (Examples: Breathing hard secures more oxygen for the body; the heart is beating faster which means blood is moving faster in the body.)

Apply the teacher's explanation to other games or individual activities.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: PHYSICAL FITNESS

OUTCOME: 20. Discuss good sportsmanship behaviors associated with various games.

ACTIVITY 31 - OUTCOME 20

Select a group game to be played during recess or physical education. Have students list the parts (or positions) of the game they like best (being the runner, pitching, batting, winning the game) and the parts they like least (waiting for a turn, playing in the outfield, losing the game). Ask students if there are some things that they can do better than other things (can run, but cannot hit the ball well). Define good sportsmanship. Include in the definition that a good sport allows everyone to participate and helps other players become more skillful. Further define sportsmanship as cooperating in the game, doing your best, learning to be happy for others when they do something well, and being a good winner or loser.

Allow time for students to play the game. Discuss ways that good sportsmanship was practiced during the game. Have students discuss ways good sportsmanship could have been improved during the game.

On another day remind students of this activity and play the game again. Have the students determine if they implemented any of the suggested improvements.

Continue the games and discussions until students have internalized good sportsmanship as a daily habit.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: PHYSICAL FITNESS

OUTCOME: 34. Demonstrate that games and movement activities can promote physical, emotional, and social health.

ACTIVITY 32 - OUTCOME 34

Materials:
- Record player
- Records with music that has a strong, steady beat ("This Old Man" or "She'll be Coming Round the Mountain")
- Various musical instruments (Examples: tamborines, rhythm sticks, bells, triangles)
- Chalkboard
- Chalk

Play records for the students. Encourage students to quietly tap their fingers on the floor or table top as they listen for the rhythmic beat. After the students have a feel for the beat, have them move other parts of their bodies such as nodding their heads or snapping their fingers in rhythm. Play the music again. Direct the students to join in rhythmic claps. Invite two or three students to demonstrate a rhythmic beat using rhythm sticks. Continue with demonstrations of the other instruments. If the group is small, let students participate in the band by playing the instruments to the beat and rhythm of the song. If the group is large, select small groups to play the instruments while the remainder of the students participate by clapping, tapping, or other body movements.

Ask students to tell how the music makes them feel (happy, energetic). List their answers on the chalkboard. Ask students if clapping their hands and playing instruments with other people make them feel even better (happier, more energetic). Emphasize that working and playing with others (taking turns, sharing) may help friends enjoy each other more.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: PHYSICAL FITNESS

OUTCOME: 35. Demonstrate basic exercises that have an effect on various body parts.

ACTIVITY 33 - OUTCOME 35

Use the following directions to explain and demonstrate five basic exercises:

JUMPING
From a standing position with feet together and arms down by the sides, jump to a straddle position; clap hands together over the head. Jump, returning to starting position. (Uses muscles in arms, hands, legs, shoulders)

ELEPHANT WALK
With the body bent forward, clasp the hands to form a trunk. The end of the trunk should swing close to the ground. Walk in a slow, deliberate, dignified manner, keeping the legs straight and swinging the trunk from side to side. (Uses muscles in arms, legs)

SEAL CRAWL
In a forward-leaning (push-up) position, the weight supported on straightened arms and toes and keeping the body straight, walk forward using just the hands and dragging the feet. Watch to see that the body remains straight and the head is up. (Uses muscles in back, legs, arms, stomach)

MEASURING WORM
From a forward-leaning position, keeping the knees stiff, bring up the feet as close as possible to the hands by inching forward with the feet. Regain position by inching the hands forward. (Uses muscles in arms, legs, stomach, back)

ACTIVITY 33 - OUTCOME 35 (Cont'd)

CURL-UPS

Lie on the back, cross arms, place hands on shoulders, place feet flat on the floor with heels near buttocks, and bend knees. At a signal, curl up by raising the head and shoulders off the floor. (For those students who have difficulty curling up, stop here. For those who can curl easily, continue the directions.) Curl the remainder of the upper body off the floor until the elbows touch the thighs, but do not let the elbows leave the abdomen. (Muscles in arms, legs, stomach)

Following the explanations and demonstrations, have the students attempt the exercises. For each exercise, have students state which parts of their bodies are affected most.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: HEALTH HABITS

OUTCOMES: 6. Relate the importance of personal habits to physical health.

14. Discuss the proper procedures for personal health habits necessary to maintain good health.

ACTIVITY 34 - OUTCOMES 6 and 14

Materials:
- Soap dispenser
- Water
- Sink
- Paper towels

Stress the importance of keeping all parts of the body clean to maintain good health. Point out that there are different procedures to follow in keeping the body clean. Have the students practice procedures for keeping the body clean. Use the following as an example:

WASHING HANDS PROCEDURE

1. Wet both hands.
2. Pump small amount of soap from dispenser.
3. Lather by rubbing hands together.
4. Rub the backs of the hands.
5. Rinse completely.
6. Dry hands with paper towels.

Talk about each step as students are washing their hands. Ask students why hands need to be washed before eating lunch, before cooking food, and after using the bathroom. Tell students that hand washing is an important means of preventing the spread of infection. Have students explain the precise steps of the procedures for other personal health habits such as brushing teeth.

ACTIVITY 35 - OUTCOMES 6 and 14

Materials: · Objects or pictures of soap, toothbrush, bath cloth, toothpaste, comb, hairbrush, bathtub, shower

Show various objects or pictures to the students. Have the students describe (or pantomime) how the items are used to keep clean. Discuss how use of each item promotes physical health.

Examples:

1. Soap, bath cloth, bathtub, and shower are used for body cleanliness to prevent the spread of germs.
2. Toothbrush and toothpaste are used to retard tooth decay and plaque.

ACTIVITY 36 - OUTCOMES 6 and 14

Read the story below. Pause when there is a line. Ask students to supply words to complete the thought. (Possible answers are typed above the line.)

> You have been playing outside all day long. It's time to go to bed and you have to: (get ready for bed). What must you do? (take bath/wash hands, face, body, arms and legs) Why must you wash or take a bath? (to rid yourself of dirt/germs, to smell clean, to keep bed and pajamas clean) Where do you put your dirty clothes? (put in hamper) What else must you do to get ready for bed? (brush teeth, comb hair, go to the bathroom and wash hands after using the bathroom)

NOTE: Some students may include saying prayers, kissing parents good night, or getting clothes ready for the next day.

ACTIVITY 37 - OUTCOMES 6 and 14

Materials:
- Picture of a person using a facial tissue
- Old magazines
- Scissors

Prior to the activity, prepare a bulletin board with a picture of a person using a facial tissue. Leave space for magazine pictures to be added.

Start a class discussion on how to avoid spreading cold germs. Elicit responses from the students, such as "not sneezing without covering the nose and mouth" and "sneezing into a facial tissue or hanky."

Have the students look for magazine pictures illustrating how "not to spread germs." Arrange the magazine pictures on the bulletin board surrounding the picture of a person using a facial tissue.

ACTIVITY 38 - OUTCOMES 6 and 14

Materials: • Wall Chart (See the illustration below.)

Introduce the use of the wall chart by explaining to the students that it provides a way to check each day for good health habits. For every student, mark on the chart those personal health activities completed each day. At the end of the week, have the students discuss how successful they were in completing activities that foster good personal health. (Multiple checks may be entered in each box.)

NAMES	Wash Hands	Clean Body	Brush Teeth	Comb Hair		

TOPIC: HEALTH HABITS

OUTCOME: 15. **Discuss the personal responsibility needed to keep various environments clean and safe.**

ACTIVITY 39 - OUTCOME 15

Materials:
- 5 large grocery bags
- Litterbug Squad Hat and Litterbug Squad Badge patterns (Teaching Materials Section, pp. 98-99)
- Markers
- Crayons
- Construction paper
- Scissors
- Glue

Have the students describe how the playground, school, classroom, and other areas of the environment would look if no one cared enough to keep the environment clean and safe.

Form a "Litterbug Squad" by dividing the class into five groups. Have each group select a day of the week to be on the "Litterbug Squad." Have each group decorate a grocery bag, and make a hat and badge to wear for "patrol duty." Have a designated time for the "Litterbug Squad" to collect litter in the decorated grocery bag. (Squads must be accompanied by an adult for safety.)

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: HEALTH HABITS

OUTCOMES: 5. Explain how germs can harm the body.

19. Describe the proper procedure for cleaning and caring for wounds.

ACTIVITY 40 - OUTCOMES 5 and 19

Materials:
- Old magazines
- Scissors
- Chart paper
- Marker
- Glue
- Plastic bandage strips
- Bath cloth
- Soap
- Water

Provide a large chart labeled "First Aid." Point out that first aid is an emergency treatment given to people who are sick or hurt before professional emergency care is available. Help students realize the importance of going for help when they experience situations that require first aid and they are not sure of proper actions to be taken. Let students look through magazines to find pictures of first-aid equipment, such as soap, plastic bandage strips, bath cloth, and ice. After cutting out the pictures, have the students glue the pictures on the "First Aid" chart.

Provide plastic bandage strips, bath cloth, soap, and water. Demonstrate the cleaning of an imaginary cut or wound. Stress the importance of cleaning a cut or wound properly to decrease the chance of germs entering the body and causing infection. Store the materials in the housekeeping center for activity play by the students.

Emphasize again to the students the importance of going for help when they have situations that require first aid and they are not sure of actions to be taken.

ACTIVITY 41 - OUTCOME 19

Materials:
- Drawing paper
- Crayons

Distribute drawing paper and crayons to each child. Focus this activity on an actual playground mishap in which students are cut and bruised, or on a hypothetical situation similar to the following:

> Two children run into each other on the playground. One child cuts an arm and the other one bruises a knee. The teacher sends the children to the health room to receive first aid from a trained, parent volunteer. The volunteer cleans the cut with soap and water. An ice pack is applied to the bruised knee. The children return to their classroom.

Have the students discuss the sequence of events surrounding the incident. After the discussion, have students work in pairs or teams to draw pictures to correspond with what happened first, next, and last. On the bottom part of each paper, write a description concerning what the students have drawn. Compile the pictures into a booklet.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: HEALTH HABITS

OUTCOMES: 11. Discuss guidelines for safe use of medicines.

12. Explain how specific medicines are used for specific purposes.

ACTIVITY 42 - OUTCOMES 11 and 12

Materials: · Teaching Pictures - Medicine (Teaching Materials Section, pp. 100-104)

Display the appropriate picture as the following explanations are provided.

(Picture 1) Because the people who care for us love us very much, they try to help us stay safe from danger. One of the dangers that we need to know about in order to stay safe is that some medicines are powerful drugs. People who are sick take medicines to become healthy again. When we are sick, medicines prescribed by our doctor and given to us by adults can help us feel better again.

(Picture 2) Only parents or other responsible adults should give us medicine. You should never take medicine by yourself.

(Picture 3) Taking medicine by yourself can make you very sick and is dangerous. You may take too much of something, or you may take something that your body does not need. Sometimes medicine can look like candy. That is why you should always check with an adult before you take any kind of medicine or drug. Should a person who is not sick take medicine or drugs? (No) Why? (They would then be taking something their body does not need.) Could this make us sick? (Yes) Can taking the wrong medicine make us sick? (Yes) Does taking more medicine than prescribed make us better? (No)

(Picture 4) Never get or take medicines by yourself. If you feel sick, you should tell an adult how you feel and let the adult help you.

(Picture 5) If you are sick, you should rest in bed. Sometimes when people are sick, they need medicine. Only an adult should give medicine to you.

Follow-up Discussion:

Discuss some of the medicine products students have seen advertised on television. Explain what conditions they are used to treat.

ACTIVITY 42 - OUTCOMES 11 and 12 (Cont'd)

Discuss that the medicines doctors give us when we are sick do many things to our bodies. They are very powerful medicines that should only be given to children by an adult.

Explain that some people who look well may have to take medication to stay well, such as people with diabetes, hypertension, and asthma.

Taken from: Michigan Model for Comprehensive School Health Education - Kindergarten

TOPIC: HEALTH HABITS

OUTCOMES: 8. Explain the effects of adequate/inadequate amounts of sleep, rest, and basic exercises on physical fitness and emotional health.

18. Explain the importance of regular meals.

30. Demonstrate personal health habits that promote physical health.

ACTIVITY 43 - OUTCOMES 8, 18, and 30

Materials:
- Set of the "Fit Family" and the "Feeble Family" stick puppets (Teaching Materials Section, pp. 105-106)
- Directions for growing alfalfa sprouts (Teaching Materials Section, p. 107)
- Sprout Pocket Sandwich recipe (Teaching Materials Section, p. 107)

Read the following story to the students and use the puppets at the appropriate time.

THE FIT FAMILY AND THE FEEBLE FAMILY

In a little town nearby, you can find two families living next door to each other. The Fit family lives in a blue house. The names of the Fit family members are Father Fit, Mother Fit, Frank, Faye, and Freida. The Feeble family lives next door in the red house. The names of the Feeble family members are Father Feeble, Mother Feeble, Fester, Flora, and Felix. These two families are very different. The members of the Fit family are active, healthy, and happy. On the other hand, the members of the Feeble family are usually tired, sad, and sick.

Father Fit and Mother Fit fix a good breakfast every morning. This morning they are having oatmeal, baby link sausages, fresh strawberries, and milk. On the other hand, the Feebles wake up late so they do not eat breakfast at all.

The members of the Fit family like to go outside after breakfast to work and play. The Fit family has a garden and flower beds to keep them busy. The family also walks around the neighborhood to get exercise. On the other hand, the Feeble family stays inside, sits on the couch, and watches television most of the time.

ACTIVITY 43 - OUTCOMES 8, 18, and 30 (Cont'd)

Frank, Faye, and Freida Fit enjoy making lunch for the family. They like to fix sprout pocket sandwiches using alfalfa sprouts that they have grown. Lunch also includes milk and fruit. On the other hand, the Feeble family has chocolate chip cookies and soft drinks for lunch. After lunch the Fit family invites the Feeble family to go fishing with them. The Feebles are so weak that they cannot help row the boat, cast the fishing line, or use a net. The Feebles feel so tired that they have to go home. They sit on the couch and watch more television.

The Fit children catch some catfish during their outing. The Fits have catfish with potatoes, corn, salad, and their favorite frozen yogurt for supper. The members of the Fit family always help each other clean up after meals. After supper Faye, Frank, and Freida take their baths, put on their pajamas, and go to bed. On the other hand, the Feebles snack on cookies, potato chips, cake, and soft drinks all day. They stay up late watching TV and frequently fall asleep on the couch.

When the Feeble children finally get into their beds after 11:00 p.m., they have trouble going to sleep. This is why the Feebles are so tired when they get up the next morning.

Follow-up Discussion Questions

1. The Fit family and the Feeble family are not alike. How are they different?
2. Describe the foods each family has for breakfast, lunch, and dinner.
3. Why is the Fit family healthy and happy?
4. Why is the Feeble family so tired all of the time?
5. What could the Feeble family do to make all members of the family healthier and happier?

Extended Activities:

Have students grow alfalfa sprouts.
Have students make sprout pocket sandwiches.

HEALTH - K
TAKING CARE OF MY BODY

TOPIC: HEALTH HABITS

OUTCOME: 13. Discuss the types of medical personnel who prevent and treat diseases.

ACTIVITY 44 - OUTCOME 13

Invite four health professionals (a doctor, a dentist, a nurse, and a pharmacist) to visit the classroom. Ask the professionals to bring some of their tools or equipment and talk with the class concerning how they work to keep people healthy.

After the visit, set up the classroom housekeeping area as a health clinic. Have students role-play situations that include information presented by the doctor, dentist, nurse, and pharmacist.

V. MY FEELINGS AND MY FAMILY

NOTES TO THE TEACHER

The world of today can be stressful for young children. Some examples of stress factors encountered by young children are starting to school, staying with babysitters, being subjected to abuse, and experiencing the effects of death and divorce. Good mental health occurs when people gain a positive view of themselves and their families. Further, good mental health encompasses the understanding of emotions and control of the expression of emotions. A sense of responsibility and purpose or meaning for life enhances happiness of individuals.

This Unit is designed to assist teachers in helping students understand emotions in the context of the family. Through this study, students will learn to identify feelings, find ways of sharing feelings with others, and discuss acceptable ways of expressing emotions.

OUTCOME: 31. Discuss various family members and the impact of feelings and problems on family health.

ACTIVITY 45 - OUTCOME 31

Materials:
- Large outline of house on poster board
- Catalog pictures representing the teacher's family
- One sheet of paper per student with outline drawing of house
- Catalogs
- Scissors
- Glue

Lead a group discussion focused on the composition of different types of family units. Avoid stereotyping family compositions and encourage all students to feel pride in the compositions of their families. Point out that students should accept the compositions of many types of families. Place the catalog pictures of the teacher's family on the outline drawing of the house. Talk about the titles of various family members.

Give each student a sheet of paper with the outline drawing of a house. Direct the students to look through catalogs to find pictures representative of their families. Have the students cut out the pictures and glue them on the paper.

At a later time, have students share with the group the compositions of their family groupings.

ACTIVITY 46 - OUTCOME 31

Materials:
- Catalog or magazine pictures representing various family members (grandfather, grandmother, aunt, uncle, cousins, mother, father, children)
- Chalkboard
- Chalk

Using pictures representing various family members, tell situational stories of how families change in size and composition.

Example: Once there was a family composed of a mother, father, and little girl. One day the mother went to the hospital. When she returned, she brought with her a new baby boy. Then the family had two children.

ACTIVITY 46 - OUTCOME 31 (Cont'd)

Example: Once there was a family who lived in Valleyland, Alabama. This family was composed of a mother and three sons. One son joined the army when he graduated from high school. This left the family with a mother and two sons living at home.

After listening to the stories, have students discuss the changes in family size and composition. Ask students to explain how the characters might feel and what problems might arise from changes in the family's composition.

Have students give the number of family members in their immediate family. Record on the chalkboard in graph form the number of family members students have in their immediate families.

ACTIVITY 47 - OUTCOME 31

Materials: • "Emotion Masks" (Teaching Materials Section, pp. 108-113)
(Cut out the masks prior to beginning the game.)

Discuss the ways our feelings affect how others feel and act. Announce the "Emotion Mask" game. Hold up the happy mask, and have a dialogue with the students similar to the following:

> "Let's pretend this is my face. Do you know how I am feeling? (student response) How do you know? (student response) If I feel this way, how will it make you feel? (student response) Have you ever seen the feelings of a family member make other family members feel good or bad? (student response) When your mother is sad/happy, how do you feel? (student response)"

Emphasize the fact that feelings and problems of family members have an effect on other family members' feelings and health.

Follow this procedure until all of the emotions are introduced, identified, and discussed.

ACTIVITY 48 - OUTCOME 31

Materials:
- Six paper bags with "Emotion Masks" attached (Teaching Materials Section, pp. 108-113)
- Markers or crayons
- Glue
- Circles of white paper

Place the six paper bags in a convenient area of the classroom. Designate the bags as sad, happy, angry, silly, afraid, and brave. Explain to the students that the bags are "emotion bags" designed to hold those emotions. On circles of white paper, have students draw faces depicting particular emotions. Have students write their names on the backs of the circles and "whisper" to the teacher the situations that made them experience particular emotions. Have students place the "emotions" into the correct bags.

OUTCOME: 16. Discuss rules governing the use of personal and family items.

ACTIVITY 49 - OUTCOME 16

Have students discuss how they recognize their possessions. Show two items of clothing (sweaters, coats, sneakers) that are the same color and size but belong to two different students. Have students tell how they can distinguish their clothes. Ask students how they can make their clothes easier to identify. Show students how to avoid "mixing-up" personal items that might belong to someone else.

ACTIVITY 50 - OUTCOME 16

Materials:
- Chart paper
- Markers

Ask students to tell about times when a family member "borrowed/took" something that belonged to someone else. Use the following questions to continue the discussion: "What happened? Does this type of thing ever happen in the classroom? What happens? How do the people involved feel when this happens? How could the class keep this kind of thing from happening again?" Make a chart of student responses.

VI. THINGS THAT HURT ME

NOTES TO THE TEACHER

Students need guidance in growing into healthy and responsible individuals. Assisting students in understanding and knowing how to deal with issues, such as drugs and abuse, requires sensitivity and care.

It is important that students learn clear and concise rules concerning drugs and personal safety through methods that develop a strong self-concept. A positive self-image and self-confidence will enhance each student's ability to say "no" to dangerous situations.

HEALTH - K
THINGS THAT HURT ME

OUTCOME: 11. Discuss guidelines for safe use of medicines.

ACTIVITY 51 - OUTCOME 11

Materials: • "Johnny and the Wise Owl" (Teaching Materials Section, pp. 114-115)

Read "Johnny and the Wise Owl" to students. (This story illustrates that following rules is part of healthy living. The value of positive decision-making as it relates to rules regarding medication is also stressed.)

After reading the story, lead a discussion concerning what happened in the story and why.

Questions may include some of the following:

1. Did Johnny take his own medicine?
2. What would you do if you had been Johnny?
3. Why was the choice Johnny made a good one?

Discussion can vividly illustrate that students have a choice in making decisions. Point out that healthy choices always include following established rules.

OUTCOMES: 9. Identify various forms in which nicotine and caffeine can be found.

27. List common safe and unsafe substances found in households, and explain ways to determine their proper use.

ACTIVITY 52 - OUTCOME 27

Materials:
- Old magazines
- Scissors
- Common household substances and pre-cut magazine pictures (Examples of pictures may include cheese, spray ammonia, detergent, pizza, and eggs.)
- Two boxes labeled "Safe" and "Unsafe"
- Chart paper
- Marker

Discuss with students that not all things found at home are safe to eat or drink. (Be sure the students understand the words "safe" and "unsafe.") Remind students that they should always ask an adult about an unfamiliar substance especially if the substance contains a warning label.

Place the common household substances and pictures on a work table with the two boxes. Have each student choose an item or picture and place it in the appropriate box.

Make a chart from a student-dictated list of common safe and unsafe substances found in households.

ACTIVITY 53 - OUTCOME 9

Materials:
- Old magazines
- Scissors
- Pictures of various forms in which nicotine and caffeine can be found (pack of cigarettes, smokeless tobacco, pipe tobacco, soft drinks, coffee, chocolate, tea)

Ask students if they can name things that contain nicotine (cigarettes, smokeless tobacco, pipe tobacco). Explain the meaning of nicotine (poison found in a tobacco plant). Have students tell where they have seen or heard the word "nicotine" (television programs, newscasts, radio announcements, newspapers, magazines).

Ask students to name things that contain caffeine (soft drinks, coffee, tea, hot cocoa). Explain the meaning of caffeine (a drug found in certain foods and beverages; the bitter, white part of coffee, tea, and kola nuts).

Show the students pictures of various forms in which nicotine and caffeine can be found. Have students identify each picture as containing caffeine or nicotine.

ACTIVITY 54 - OUTCOMES 9 and 27

Materials:
- Construction paper
- Scissors
- Glue
- Poster board with picture of a face containing an exaggerated mouth cutout
- Box - covered with black construction paper with slit cut in the top of the box; labeled with the letters "NIMM" (Not In My Mouth)
- Magazine pictures mounted on construction paper that represent items that are safe or unsafe (Examples: fruits, breads, dairy products, vegetables, cigarettes, coffee, beer, liquor, detergent, ammonia)

Give one picture to each student. Have students take turns feeding the safe items to the mouth on the face. When substances are identified as harmful or unsafe, have the students place the pictures in the black box, while the group chants "Not in my mouth!" Have students explain why the items are safe or unsafe.

HEALTH - K
THINGS THAT HURT ME

OUTCOME: 10. Name the harmful physical effects associated with nicotine and caffeine.

ACTIVITY 55 - OUTCOME 10

Materials:
- Poster board
- Glue
- Pictures of items containing caffeine or nicotine

Explain the meaning of harmful physical effects. Relate the meaning to television ads students may have seen concerning effects of nicotine and caffeine (stains on teeth and fingers from nicotine as well as stains on teeth and dentures from caffeine). Emphasize to the students that nicotine causes cancer, and alcohol can be deadly to young children.

Have students find pictures that relate to effects of nicotine and caffeine. (Pictures may include ads for denture products, coffee, chocolate, and soft drink products.) Place pictures under the proper heading "CAFFEINE" or "NICOTINE" on poster board and glue in place.

Continue the discussion regarding media ads concerning nicotine and caffeine (presentations in magazines and newspapers; commercials on television and radio). Continue to have students add related pictures that fit under each heading to the poster board exhibit.

HEALTH - K
THINGS THAT HURT ME

OUTCOME: 17. Recognize signs of abuse and explain where to go for help.

ACTIVITY 56 - OUTCOME 17

Explain that there are "good" and "bad" touches. Discuss with students the proper way to touch others. Tell the students that "good" touches make us happy. Give the example of a hug from a loved one as they leave for school. Point out that "rough" touches such as pushing and shoving make a person feel angry.

Stress that some touches make a person feel uncomfortable. Emphasize that students should tell an adult they trust (teacher, parent) if someone touches them in a way that makes them feel uncomfortable.

CULMINATING ACTIVITY

Materials: • Paper fish with situational stories printed on one side (Teaching Materials Section, pp. 116-120)
• Clear glass bowl

Place the paper fish in a clear glass bowl. Direct students to pull fish from the bowl. Read the situational stories to the students. Have students respond by explaining what they should do with their selected situation.

The situational stories that are printed on the fish in the Teaching Materials Section are printed below with possible answers.

SITUATIONAL FISH

- You are playing near the pile of firewood in the backyard. You fall down and have a nail go through your hand. What should you do? (Possible answer: Tell your mother or an adult.)

- Coming home from a trip with your Uncle John, he gets upset and slaps you hard across the face several times. What should you do? (Possible answer: Tell your parent or an adult.)

- Susie, a girl in your class, has a handful of Flintstone-looking pills that she offers you. What should you do? (Possible answers: Say "no;" tell the teacher or an adult.)

- Mary was looking under the kitchen cabinet. She saw a bottle with no label. The bottle was filled with pretty green liquid that smelled good. What should she do with it? (Possible answers: Leave it alone; talk to an adult.)

- Sammy was playing ball with John and Joe. Every time the ball was thrown to Joe, he caught it. When the ball was thrown to John, he dropped it. Instead of teasing John, Sammy and Joe tried to teach him how to catch the ball. What do you think Sammy and Joe were doing? (Possible answers: They were showing good sportsmanship and being helpful.)

- Pat and Mike were riding bikes down Jones Street. As they neared Blue Drive, they saw the traffic light turn from green to yellow. Mike looked at Pat and said, "If we go faster, we won't have to stop at the light." What do you think of Mike's suggestion? (Possible answer: The light is turning from green to yellow. It will then turn to red, meaning you must stop. If you race, you may have a serious accident.)

- Sara was walking home from school one day in the rain. A big car drove beside her and the driver asked her if she would like a ride home. Sara had seen the driver at the store one day but did not know his name or anything about him. What should she do? (Possible answers: Say "no" and keep going; pretend she doesn't hear him and walk on home.)

- Lisa was cutting out a picture from a magazine. Tom called her to go out on the playground and play tag with him. She raced out on the playground with a magazine in one hand and the scissors in the other hand. If you were a teacher and saw this situation, what should you do? (Possible answers: Get Lisa's attention and remind her that running with scissors is dangerous; have Lisa walk back to the classroom and return the magazine and scissors where they belong.)

- Mike looked in the medicine cabinet and saw two pill bottles with his name on them. One said, "take one after meals for pain in jaw" while the other bottle said, "take one for pain in arm every six hours but no more than six pills in a day." Why are the directions different on the bottles? (Possible answers: The pills are for different medical problems; there are different types of medicines for different types of pains and illnesses.)

HEALTH - K

OUTCOMES

I. GROWTH AND DEVELOPMENT

1. Identify the five senses and explain their functions.
2. Identify the major body parts.

II. INFLUENCES ON HEALTH

3. Relate health and the care of teeth to eating snack foods.
4. Identify foods in the four basic food groups.
5. Explain how germs can harm the body.
6. Relate the importance of personal health habits to physical health.
7. Explain why all living things need appropriate diets.
8. Explain the effects of adequate/inadequate amounts of sleep, rest, and basic exercises on physical fitness and emotional health.
9. Identify various forms in which nicotine and caffeine can be found.
10. Name the harmful physical effects associated with nicotine and caffeine.

III. RESPONSIBLE CONSUMERISM

11. Discuss guidelines for safe use of medicines.
12. Explain how specific medicines are used for specific purposes.
13. Discuss the types of medical personnel who prevent and treat diseases.
14. Discuss the proper procedures for personal health habits necessary to maintain good health.
15. Discuss the personal responsibility needed to keep various environments clean and safe.
16. Discuss rules governing the use of personal and family items.
17. Recognize signs of abuse and explain where to go for help.
18. Explain the importance of regular meals.
19. Describe the proper procedures for cleaning and caring for wounds.

OUTCOMES
(Cont'd)

20. Discuss good sportsmanship behaviors associated with various games.

21. Describe the contributions of games and other movement activities in maintaining physical fitness.

22. Discuss safety rules for selected situations.

23. Identify potential hazards in the environment.

24. Explain why foreign objects should not be put in the mouth, nose, and ears.

25. Discuss safety measures to follow when people are approached by strangers.

26. Discuss traffic safety rules.

27. List common safe and unsafe substances found in households, and explain ways to determine their proper use.

28. Discuss the importance of refusing drugs and other dangerous or unknown substances offered by strangers.

29. Discuss reasons for saying "no," and practice saying "no" to food, drink, and other substances offered by strangers.

IV. COPING STRATEGIES

30. Demonstrate personal health habits that promote physical health.

31. Discuss various family members and the impact of feelings and problems on family health.

32. Recognize that each person is unique, worthwhile, and special.

33. Establish and practice rules for appropriate behavior in all school activities.

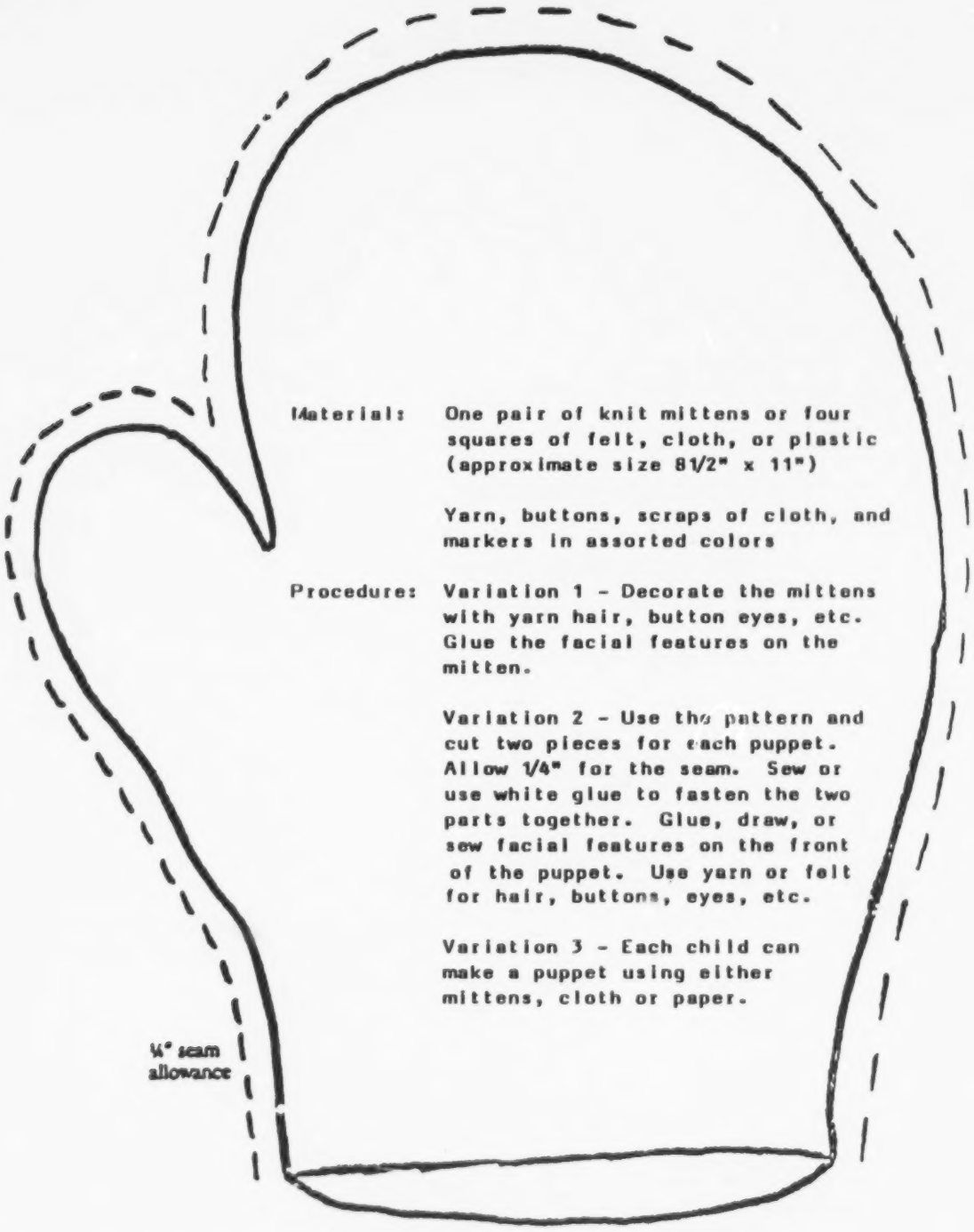
34. Demonstrate that games and movement activities can promote physical, emotional, and social health.

35. Demonstrate basic exercises that have an effect on various body parts.

36. Demonstrate safe use of playground equipment.

37. Discuss how hazards in various environments can be avoided.

PUPPET PATTERN



Material: One pair of knit mittens or four squares of felt, cloth, or plastic (approximate size 8½" x 11")

Yarn, buttons, scraps of cloth, and markers in assorted colors

Procedure: Variation 1 - Decorate the mittens with yarn hair, button eyes, etc. Glue the facial features on the mitten.

Variation 2 - Use the pattern and cut two pieces for each puppet. Allow ¼" for the seam. Sew or use white glue to fasten the two parts together. Glue, draw, or sew facial features on the front of the puppet. Use yarn or felt for hair, buttons, eyes, etc.

Variation 3 - Each child can make a puppet using either mittens, cloth or paper.

Adapted from: Alabama Cares, Bulletin 1986, No. 41, Alabama State Department of Education, Montgomery, AL 36130.

TRAFFIC LIGHT STORY

Now, that very afternoon, as Mike was walking home from school, he saw a school bus taking children home from school. Would the school bus know the poem? Mike watched to see.

(Each time the name of a color is read in the story, have the student who is standing behind the traffic signal hold the flashlight behind the appropriate color.)

The light was YELLOW. The SCHOOL BUS slowed down. The light was RED. The bus stopped; someone in the bus waved to Mike. The light turned GREEN. On went the bus. Yes, the school bus knew the Safety Poem. Let's see if you remember it.

(Students and teacher say Safety Poem.)

Mike said, "When I grow up, I want to be a driver of a school bus. Wait and see."

"Well, what is coming now?" Mike wondered.

It was a big TRAILER TRUCK. The light was GREEN and the trailer truck continued. The light was YELLOW. The truck slowed down. The light was RED. It stopped. Yes, the trailer truck knew the Safety Poem.

(Students repeat Safety Poem.)

Mike said, "When I grow up I want to be a driver of a truck. Wait and see."

(Students join in saying, "Wait and see.")

Mike walked along. Each time he came to a traffic light he watched to see if things on wheels driven by people knew what to do. All at once he saw a CEMENT MIXER.

"Oh, dear," said Mike. "That cement mixer is awfully big. Maybe the driver can't see the traffic light." But the cement mixer stopped when the light was RED, just as nice as you please. It, too, knew the Safety Poem.

(Students repeat Safety Poem and Mike's "I want to be a driver of a cement mixer....")

Next a PICKUP TRUCK came along carrying vegetables to market. "I wonder if the pickup truck knows the Safety Poem," thought Mike as he walked along the sidewalk, being careful not to bump into anyone.

But the pickup didn't even slow down! Do you know why? Yes, the light was GREEN.

(Students say Safety Poem and Mike's "I want to be a driver of a pickup truck....")

TRAFFIC LIGHT STORY (Cont'd)

Along came a MOTORCYCLE. Maybe it didn't know the traffic rules! Of course it did. The driver was a policeman and he was particularly careful.

Mike said the Safety Poem to himself as he walked along.

(Students say Safety Poem and Mike's "I want to be a policeman....")

"Whiz!" A SMALL CAR came along, going too fast. The light turned RED, but the small car was going too fast to stop. "Screech!" A car going the other way had to put on its brakes very fast.

(Siren sound) A siren! Was there a fire? No. (Siren sound) Was an ambulance coming? No. (Siren sound) Was it a POLICE CAR? Yes.

"Someone is going to get a ticket," said Mike sadly. "I guess he never learned the Safety Poem." But you and I know that the driver of the small car did know the safety rules. He just didn't think. The policeman gave the driver a ticket so that next time he will remember.

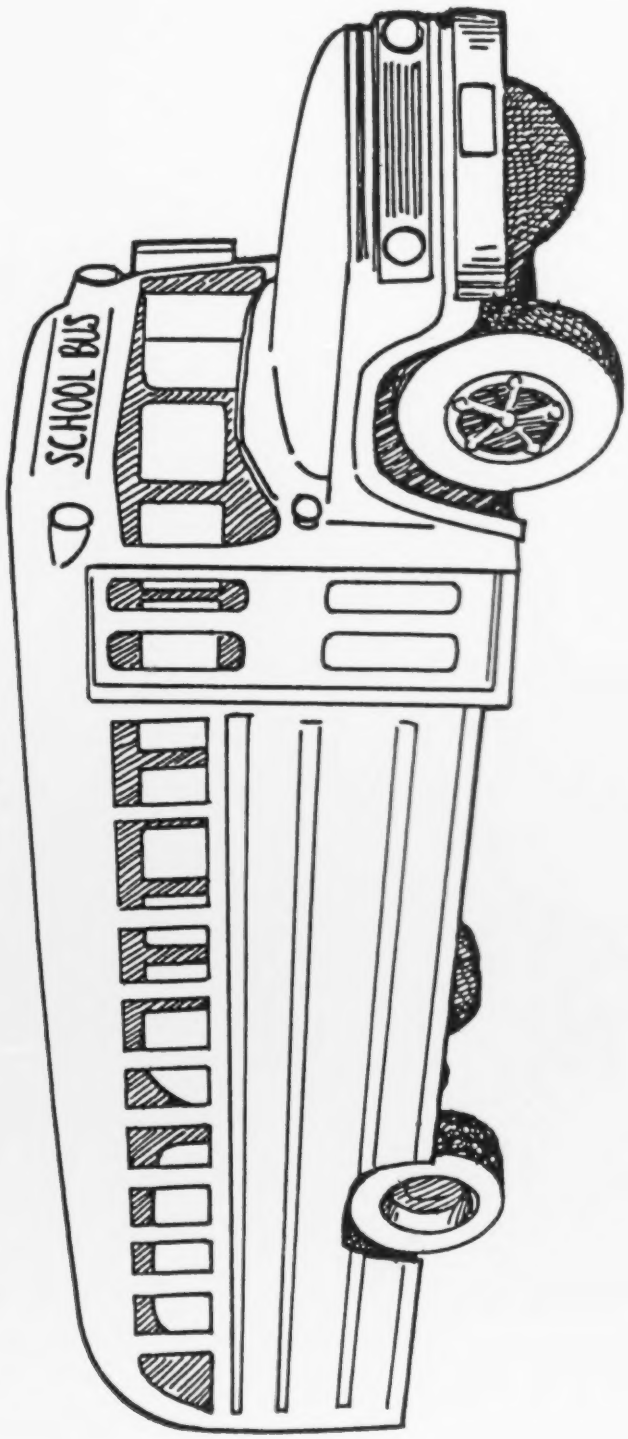
By now Mike was home. His mother gave him a kiss and a cookie.

Between bites of cookie, Mike said, "I learned the Safety Poem today." He said it for his mother.

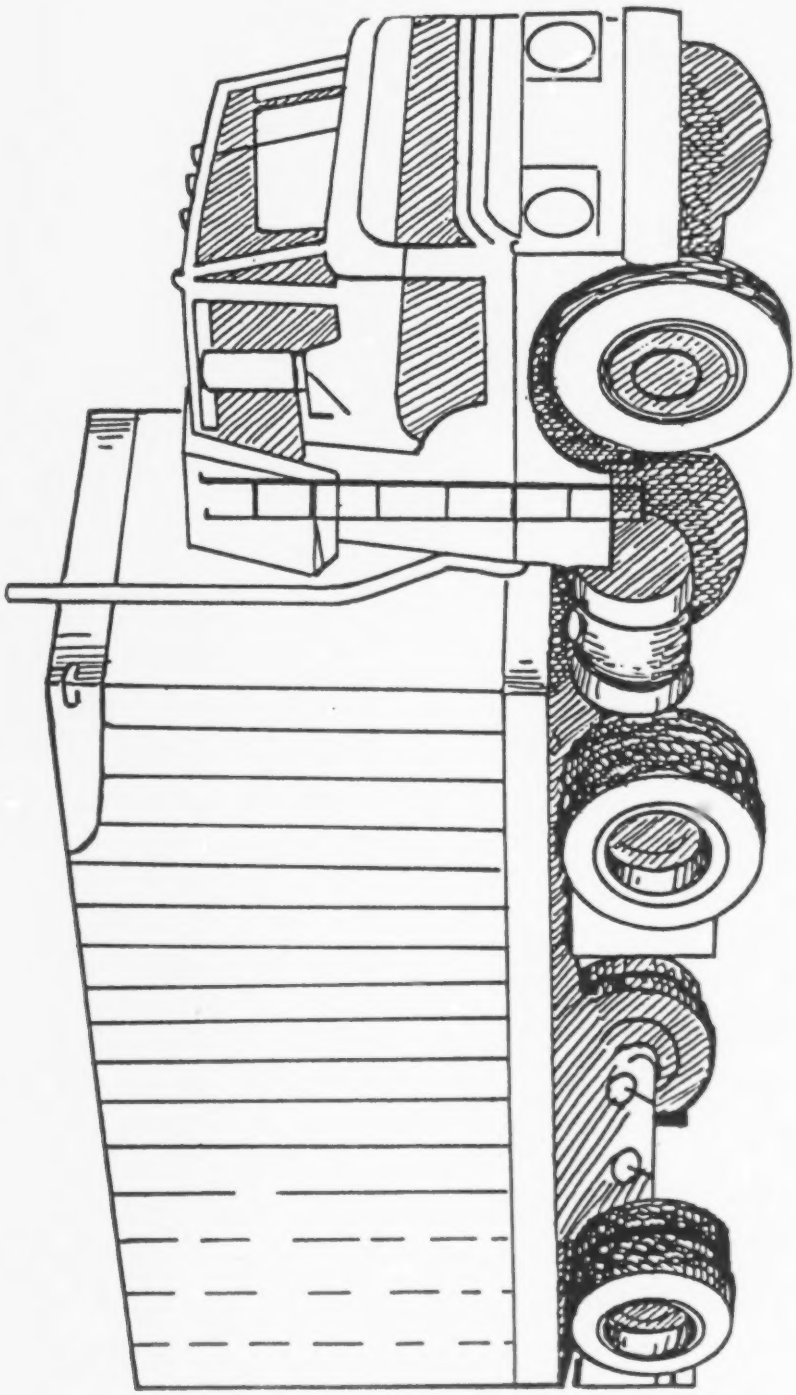
Maybe you can say the poem for your mother when you go home from school this afternoon. Shall we see?

Adapted from: Pedestrian Safety Education Alabama Youth, Bulletin No. 13, 1973.

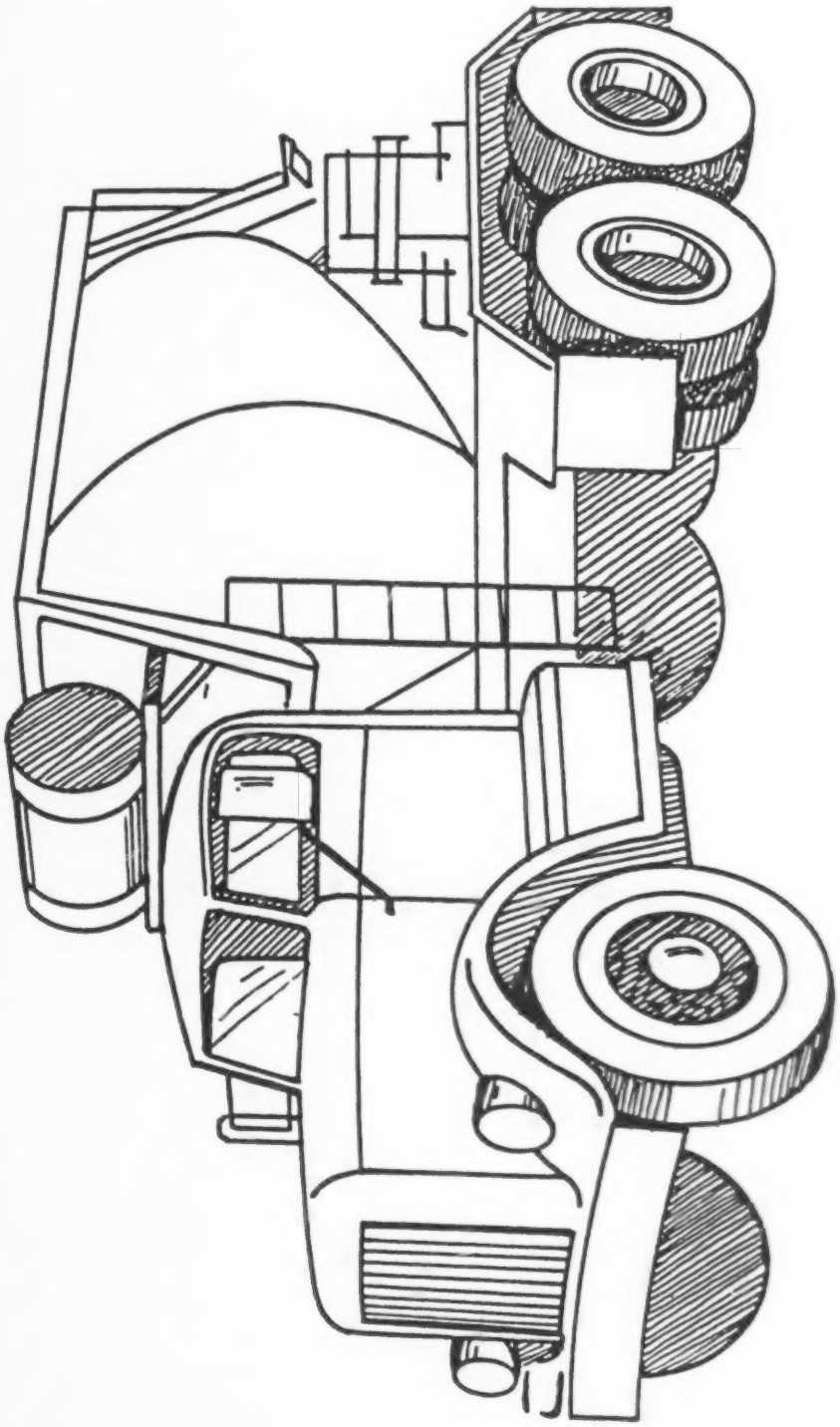
VEHICLE PICTURE - 1



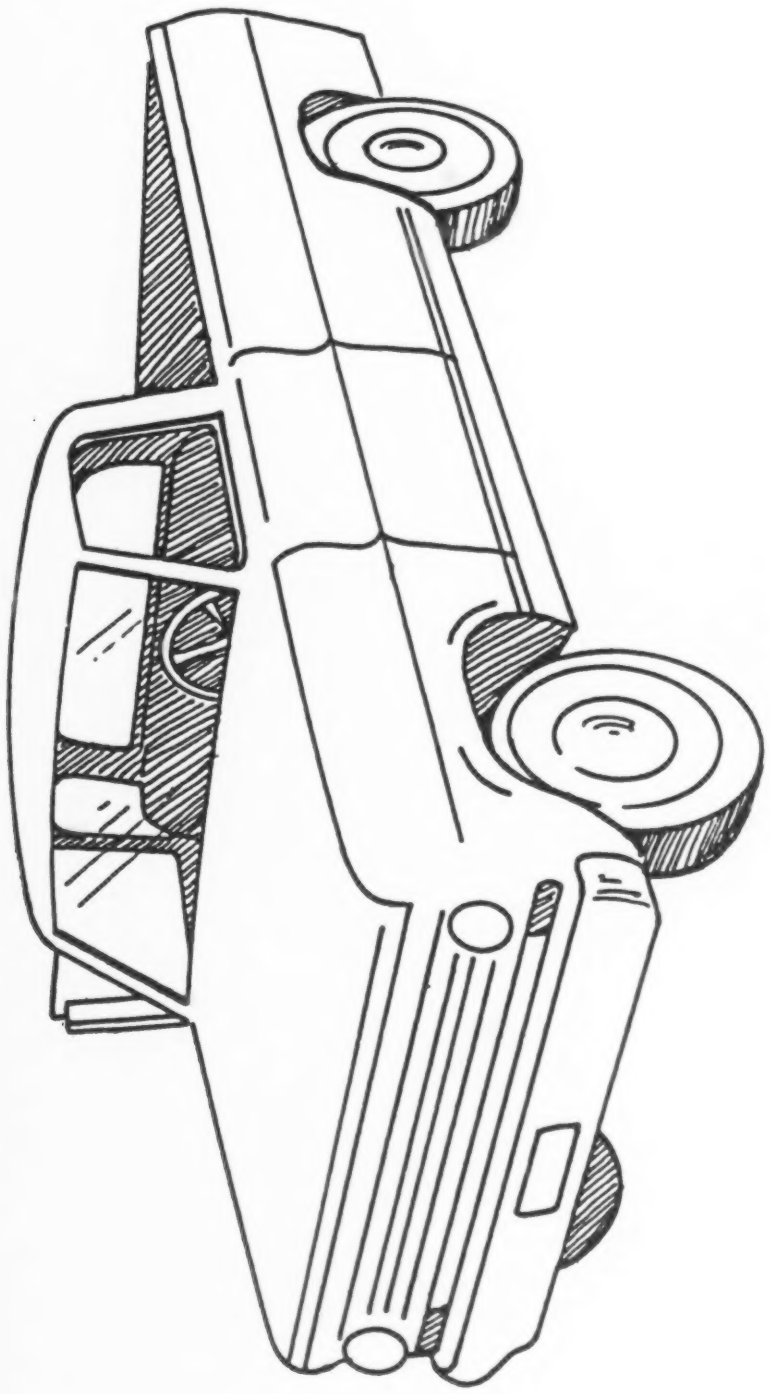
VEHICLE PICTURE - 2



VEHICLE PICTURE - 3

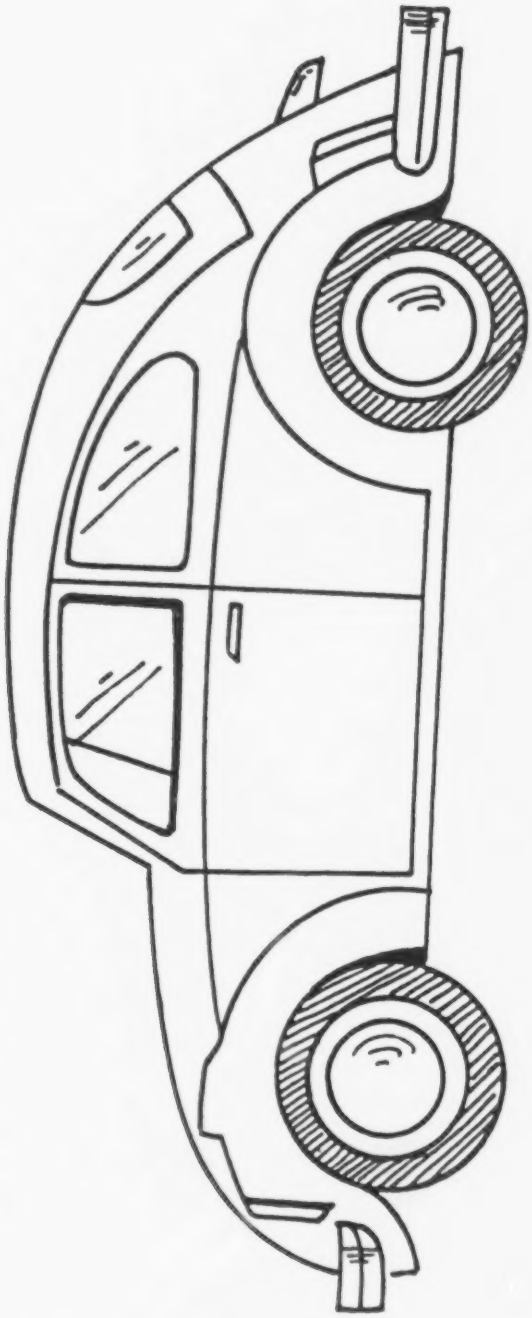


VEHICLE PICTURE - 4

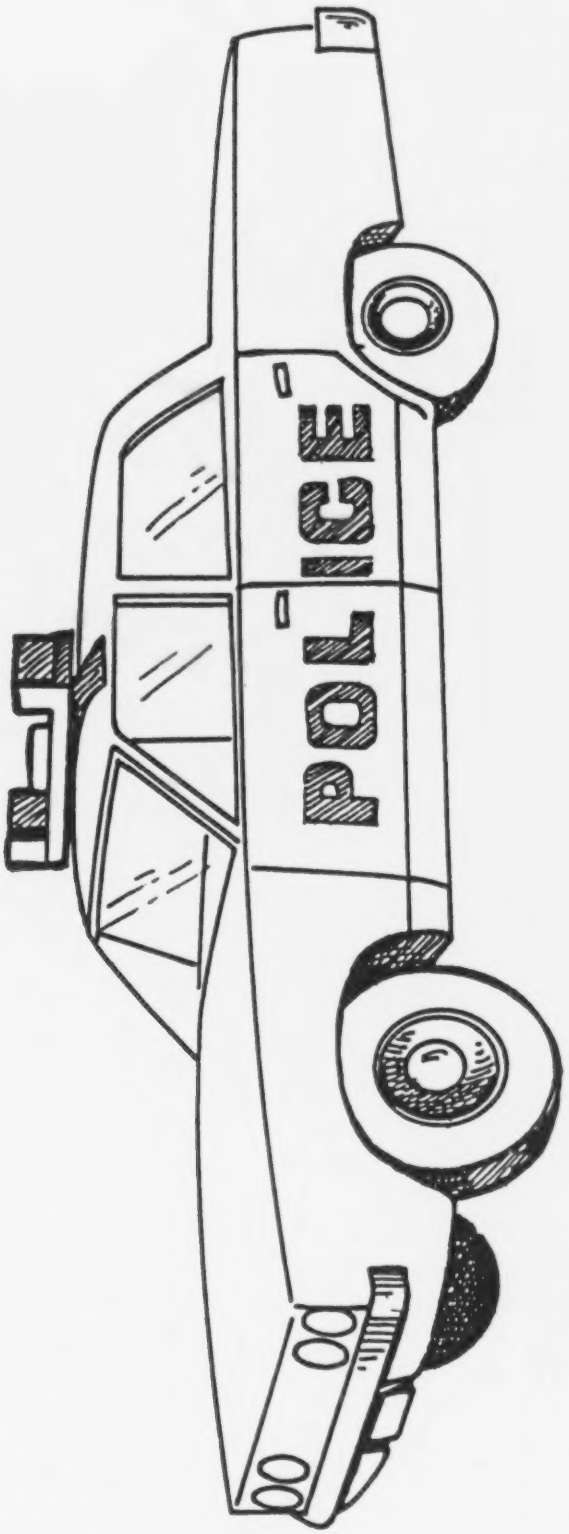


VEHICLE PICTURE - 5

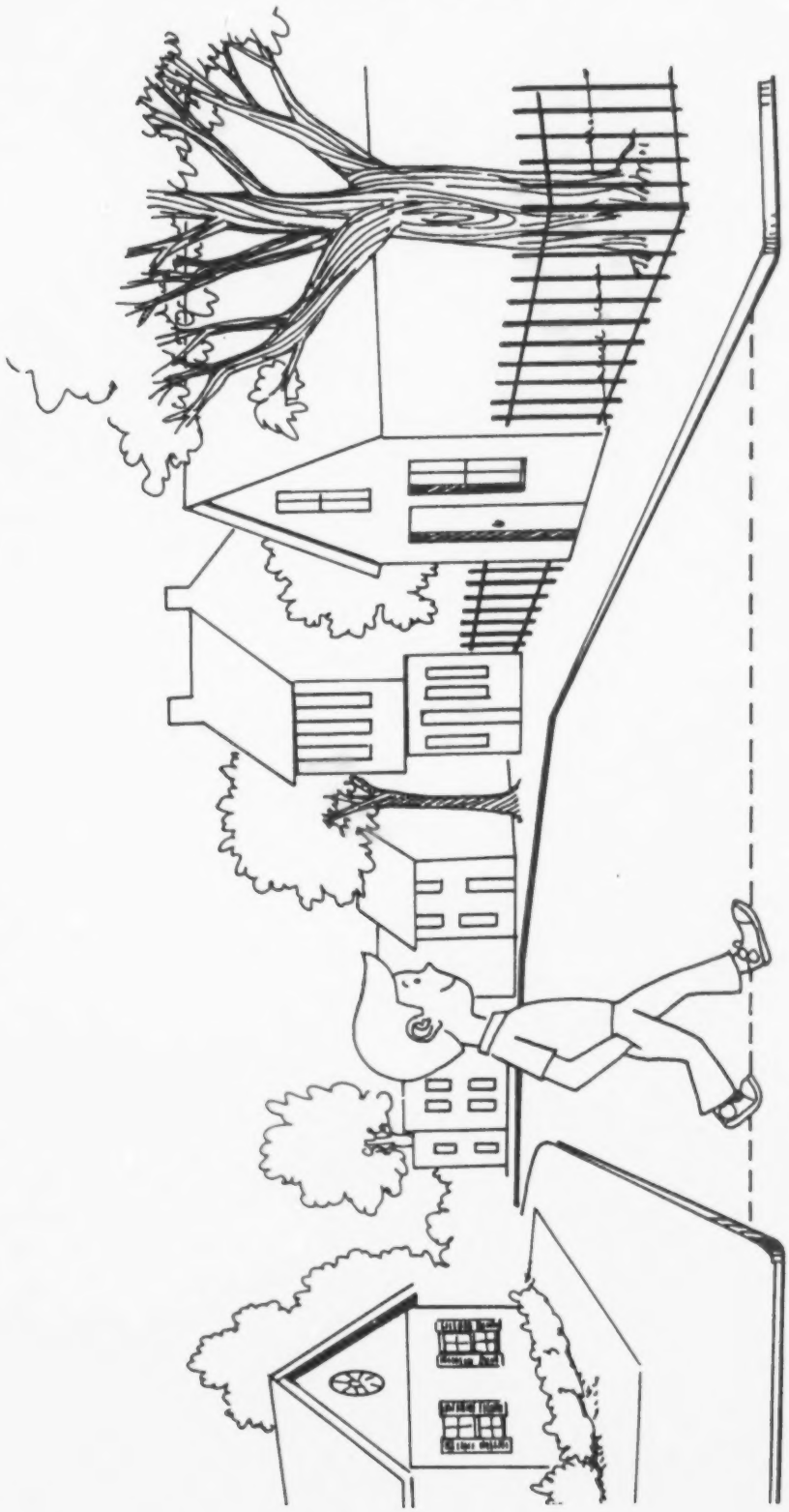
VEHICLE PICTURE - 6



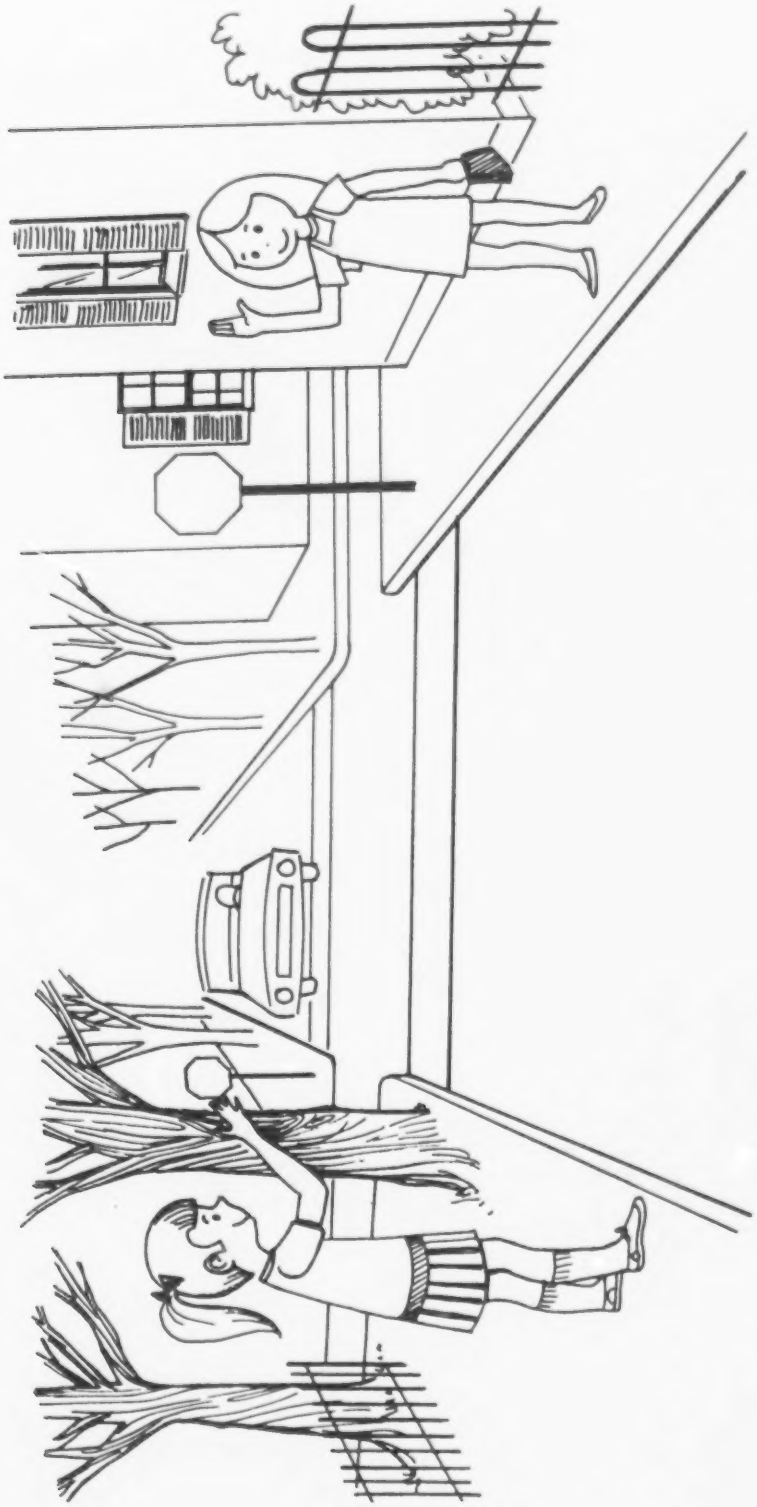
VEHICLE PICTURE - 7



SITUATIONAL PICTURE - 1



SITUATIONAL PICTURE - 2



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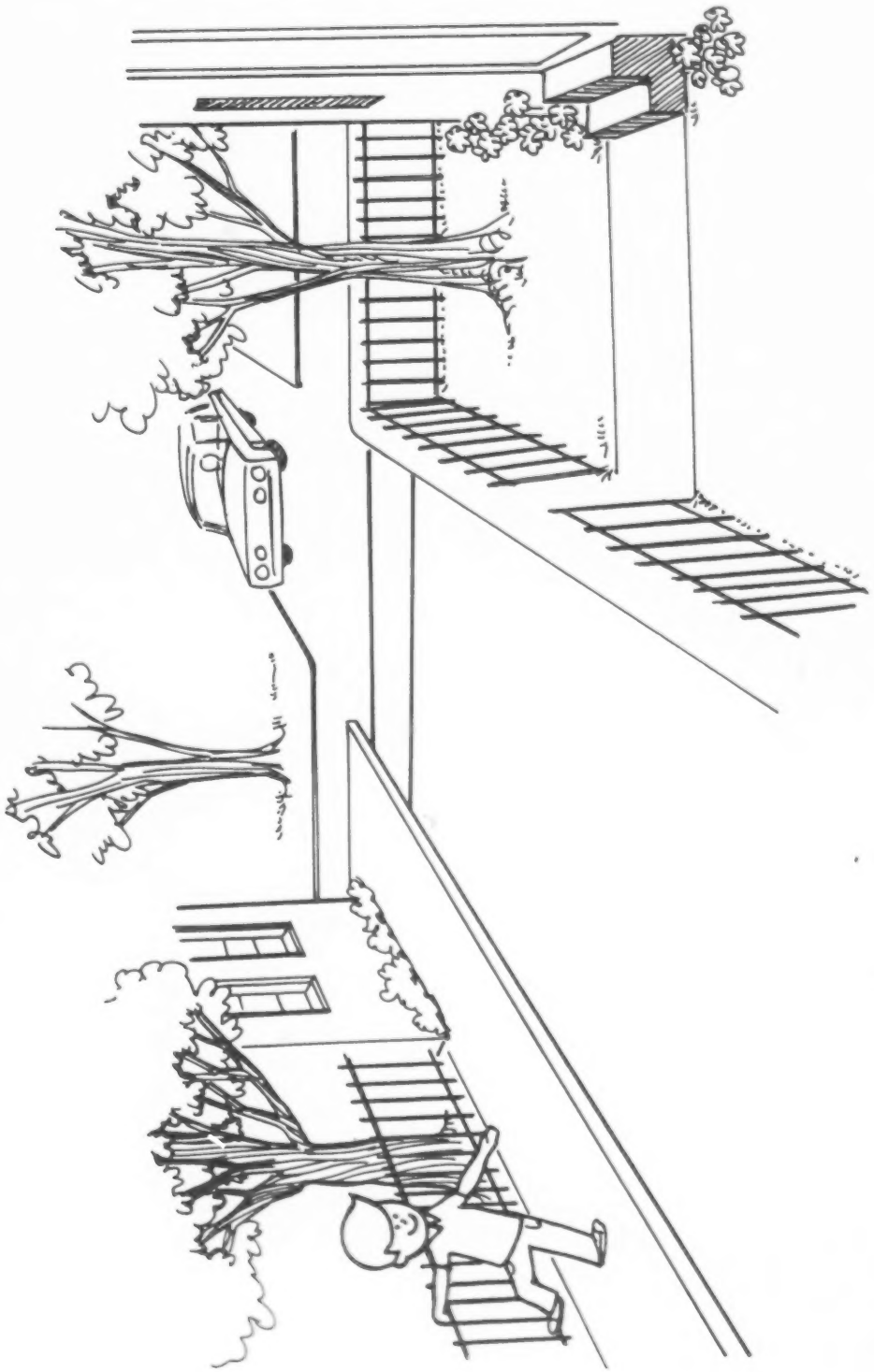
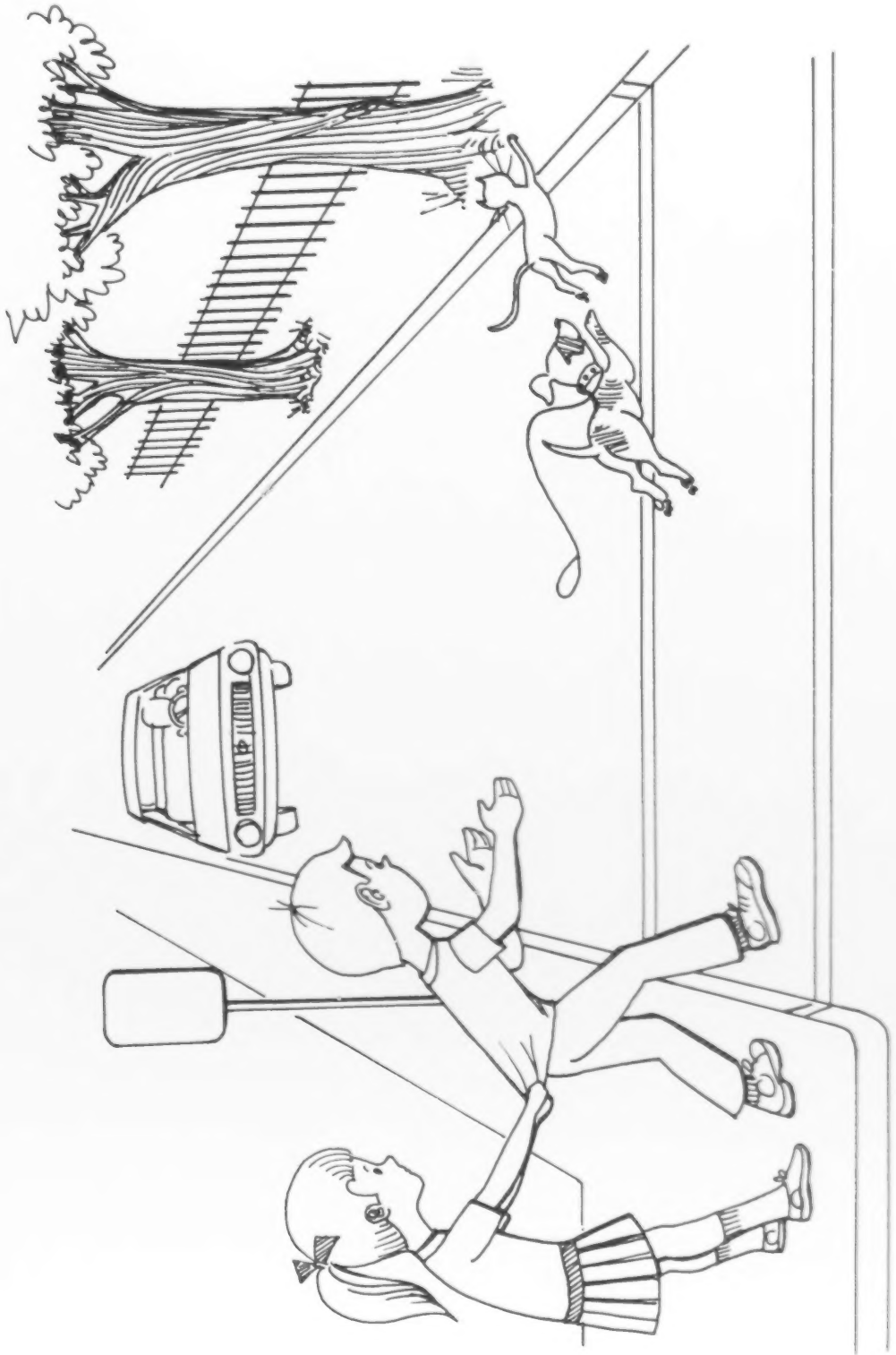
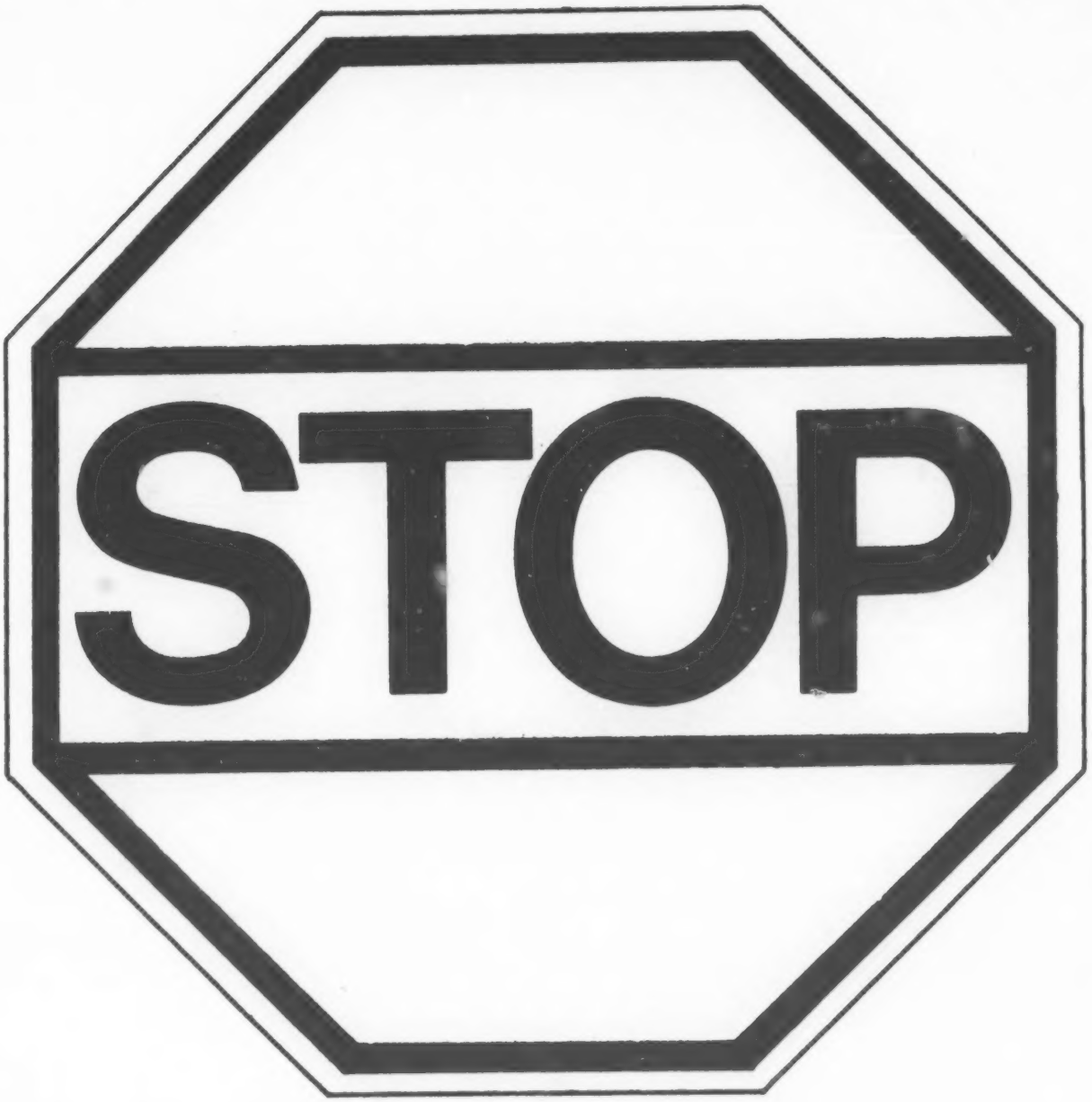


SITUATIONAL PICTURE - 4



TRAFFIC SIGN - 1



TRAFFIC SIGN - 2

TRAFFIC SIGN - 3

STRANGER DANGER CHANT

If you meet a stranger
And he offers you a treat,
Move on down the street!
Let your feet be fleet!

Say, "NO!" GO! TELL Someone! (REPEAT)

If a stranger in a car
Stops and offers you a ride,
Don't get inside.
Run the other way and hide!

Say, "NO!" GO! TELL Someone! (REPEAT)

Always walk with a friend;
That's the thing to do.
Then a stranger won't be likely
To bother you.

Say, "NO!" GO! TELL Someone! (REPEAT)

A stranger may not look bad
And may not look mean.
But if you don't know him,
Brother, split the scene!

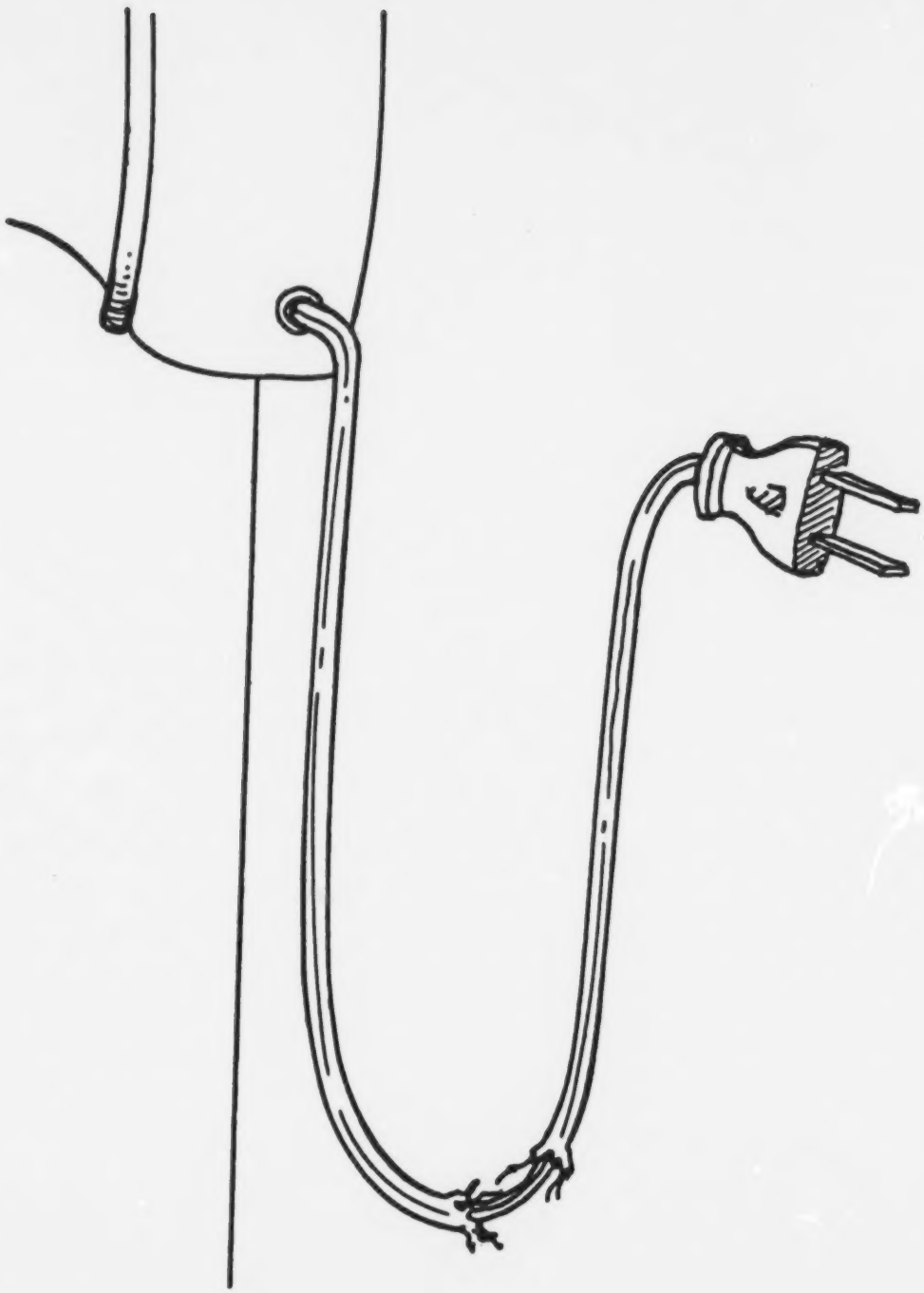
Say, "NO!" GO! TELL Someone! (REPEAT)

(Soft) Say, "NO!" GO! TELL Someone!
(Very soft) Say, "NO!" GO! TELL Someone!

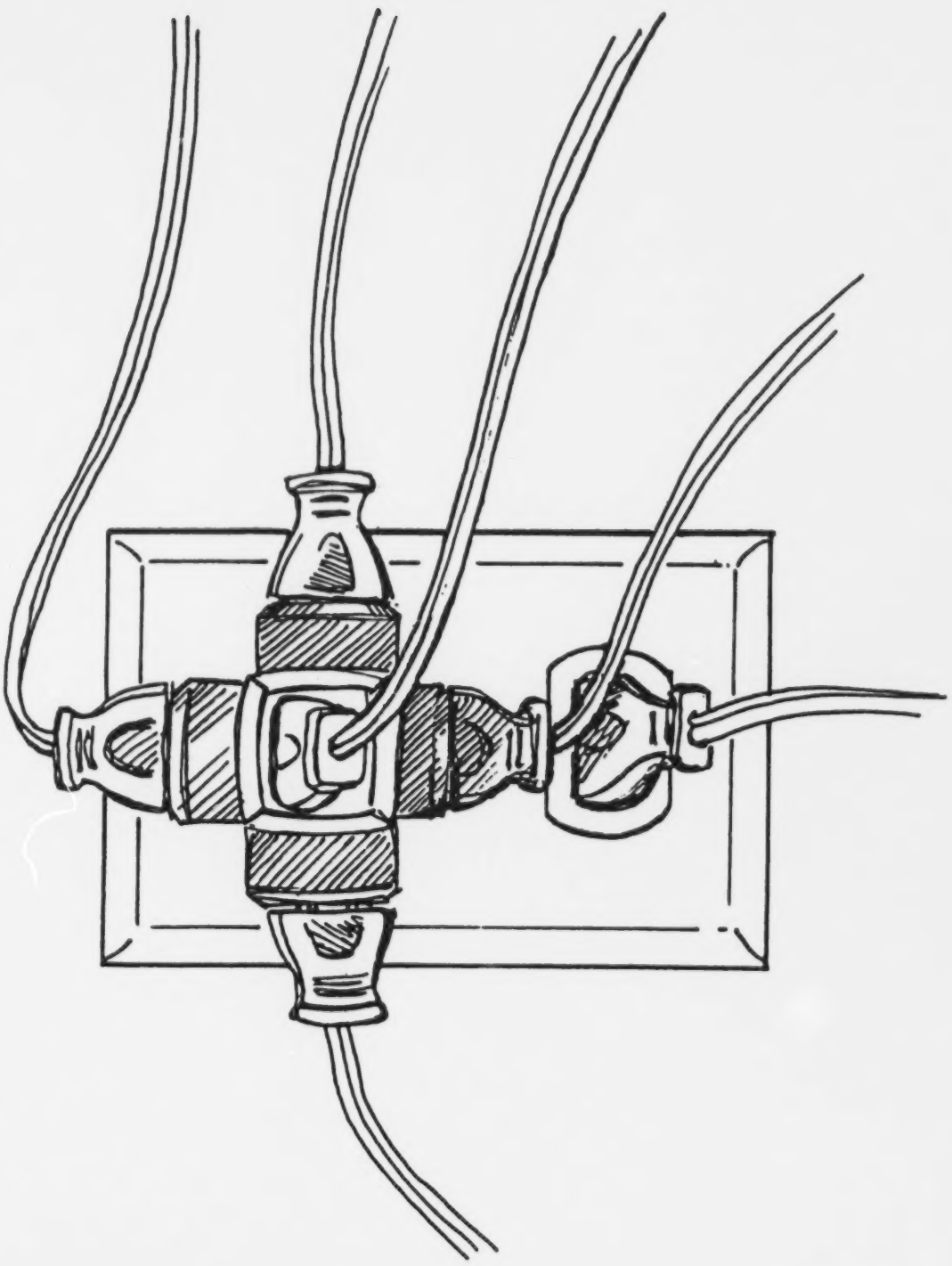
JUST SAY, "NO!"

Ann Gamblin
Kindergarten
Highland Gardens School
Montgomery, Alabama

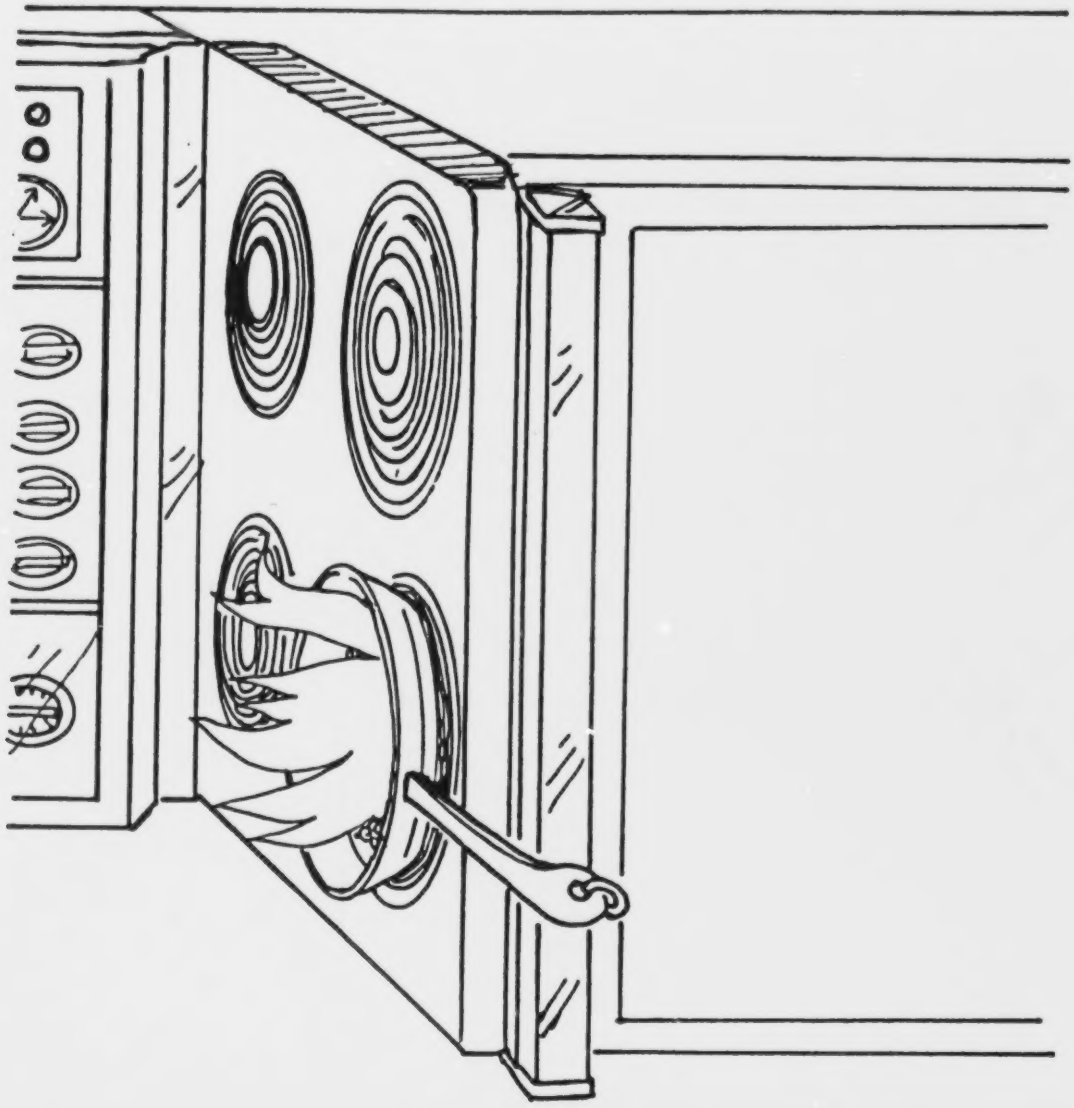
HAZARD PICTURE - 1



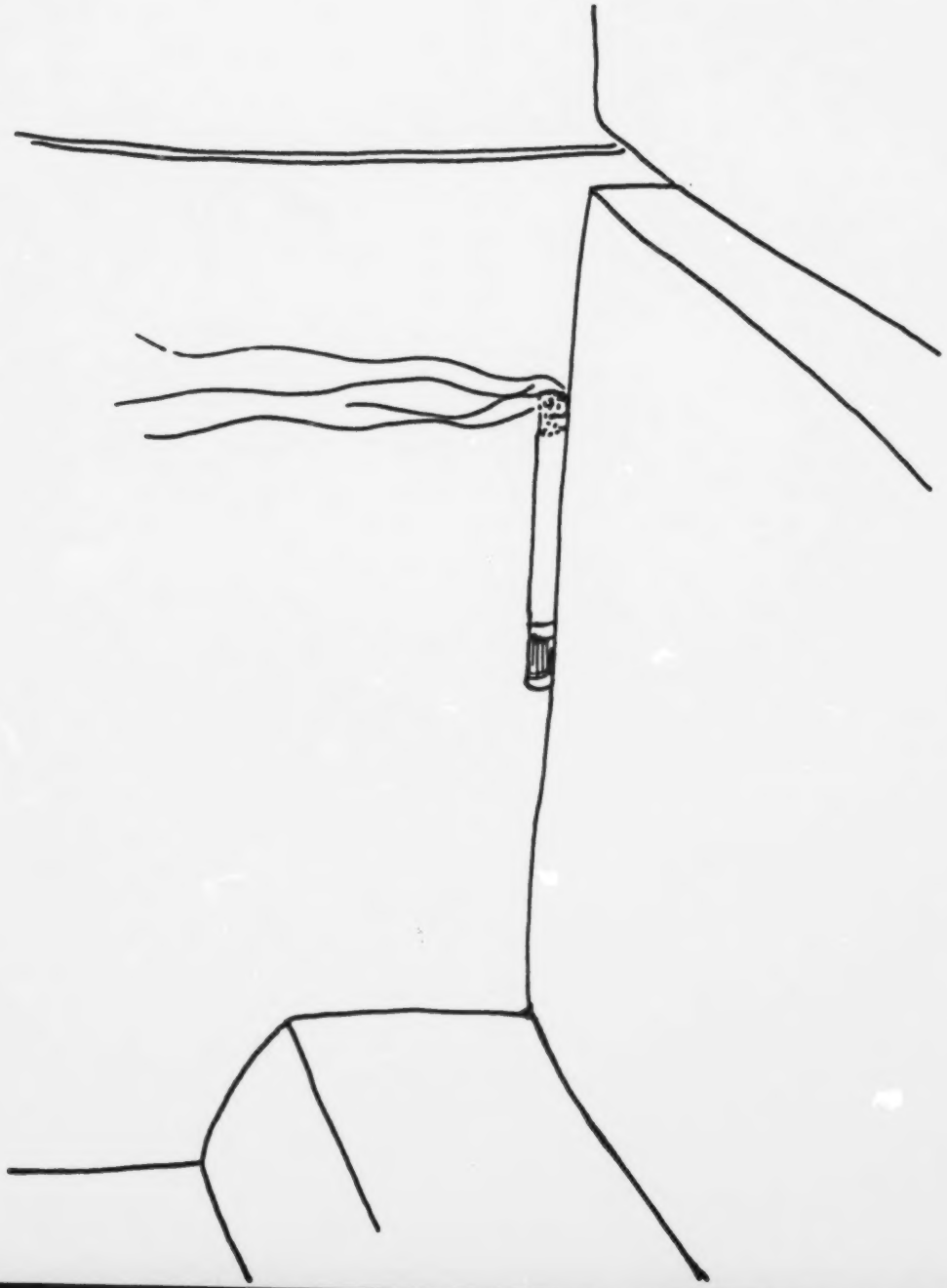
HAZARD PICTURE - 2



HAZARD PICTURE - 3



HAZARD PICTURE - 4



HAZARD PICTURE - 5

98

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103

HAZARD PICTURE - 6

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104

105

KEY TO SUCCESS AWARD

This award is presented

to _____ for _____

_____

_____

_____

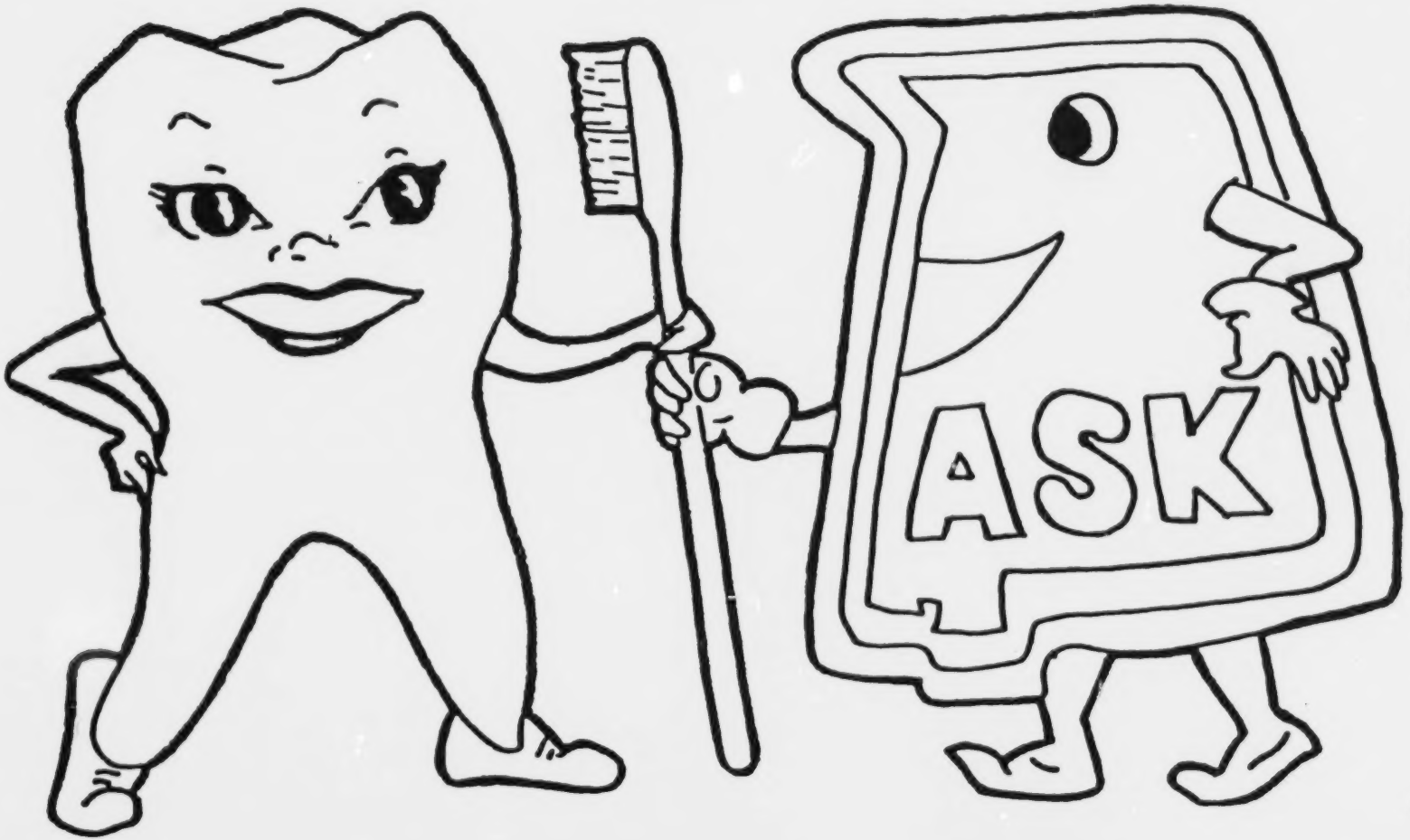
_____

Date _____

Teacher _____

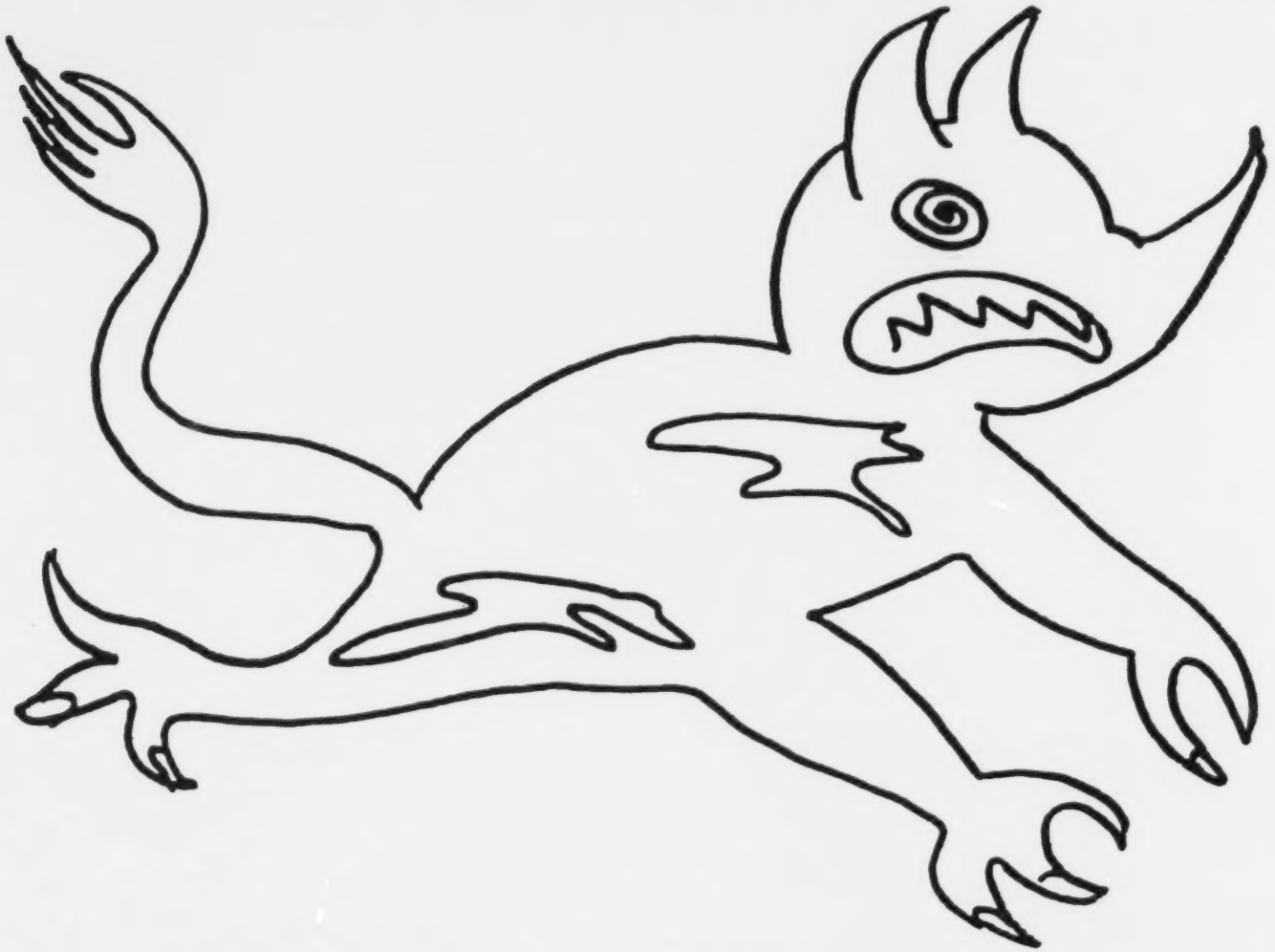
YOU ARE SPECIAL

Hilda the Happy Tooth

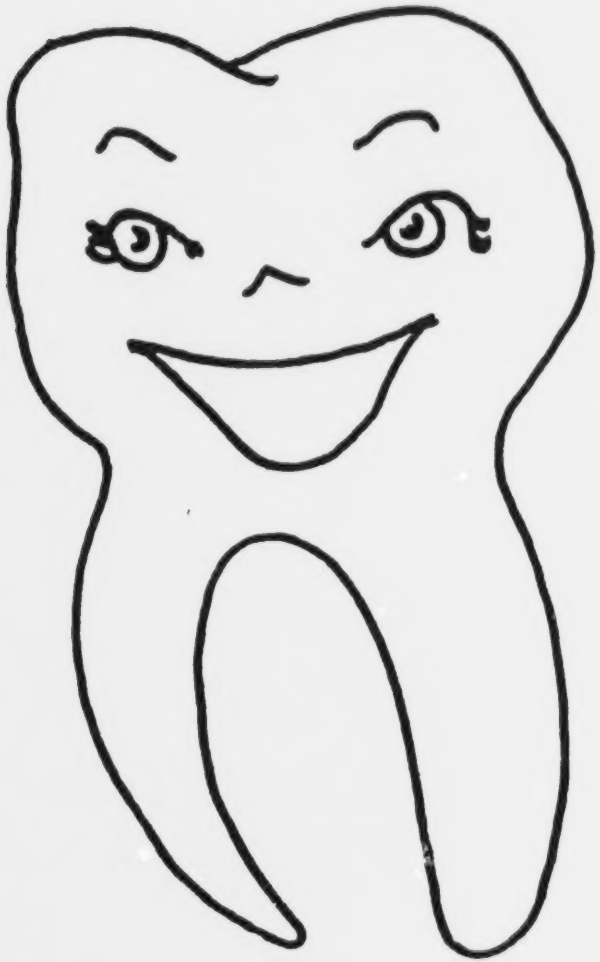


HILDA THE HAPPY TOOTH
Picture 1

89



This is Mr. Toothgerm. He hides on teeth in a sticky film called plaque. He is very bad because he likes to ruin teeth. He cannot hurt your teeth unless you help him.



HILDA THE HAPPY TOOTH
Picture 3

This is Hilda the Happy Tooth. She lives in Mary's mouth. Mary will not let Mr. Toothgerm hurt Hilda. Do you know how she stops him? This is how . . . .

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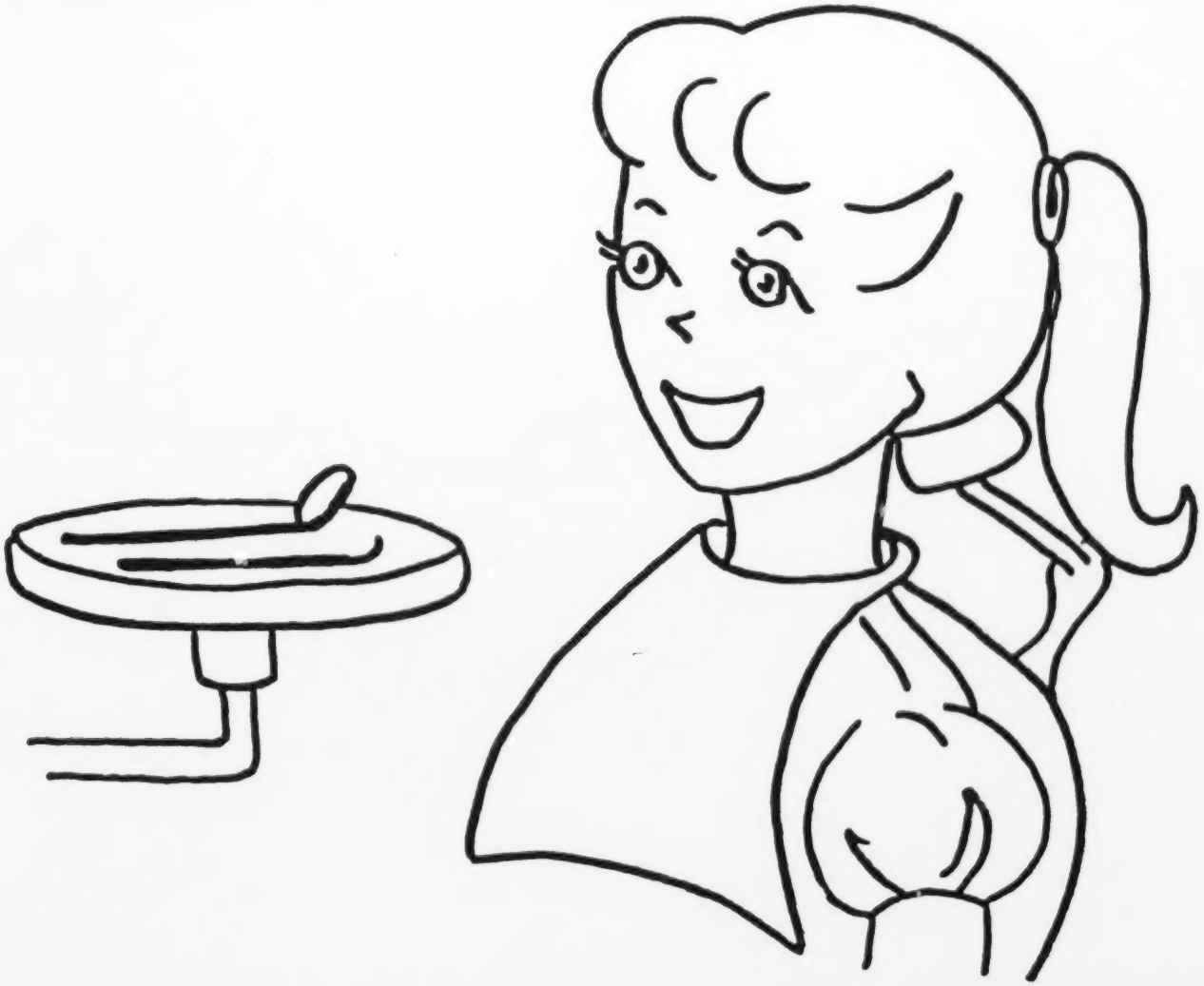
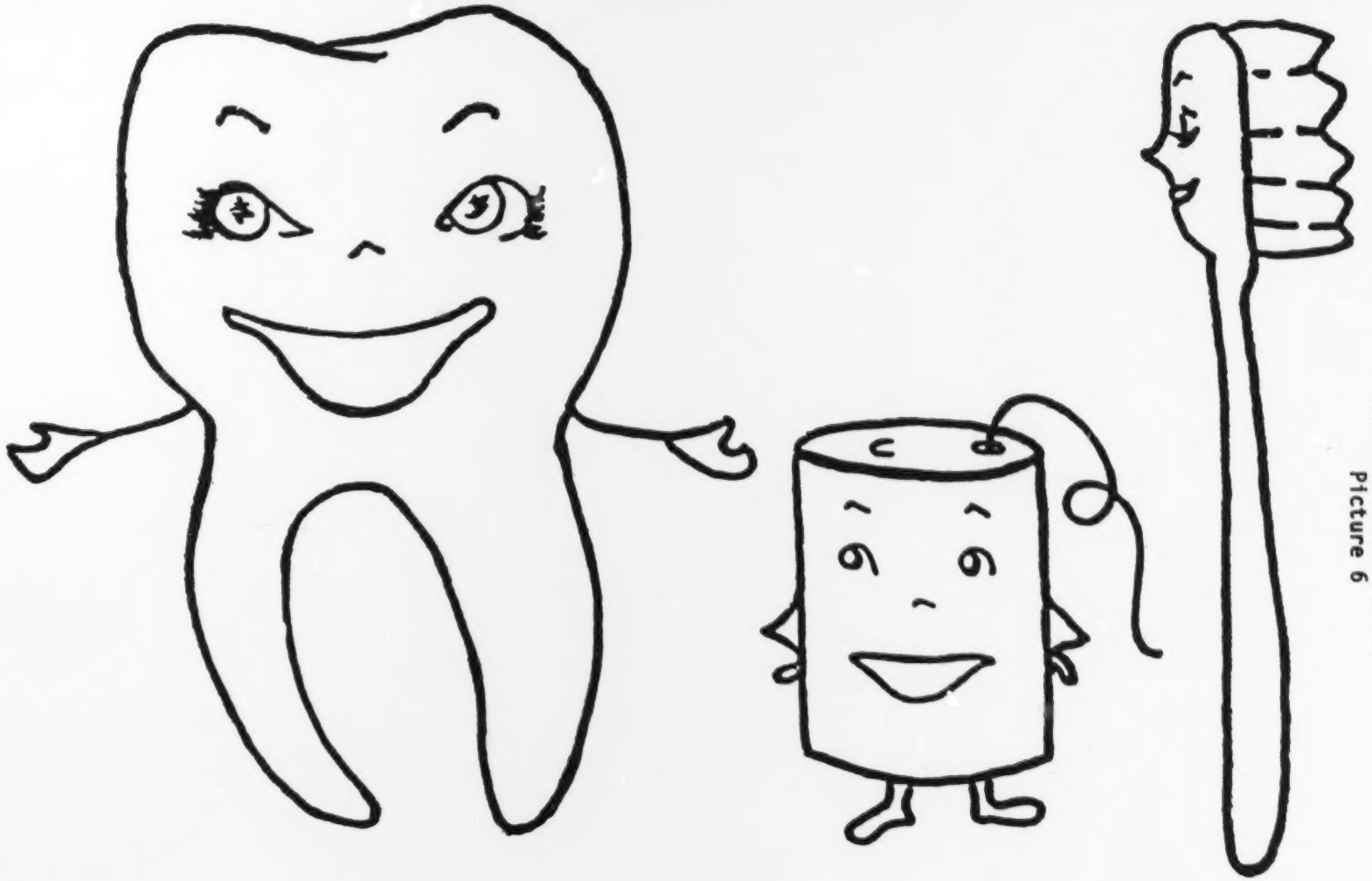
HILDA THE HAPPY TOOTH
Picture 4

Mary drinks milk. She eats fruits and vegetables. She does not eat much candy. She does not have sweet snacks between meals.



HILDA THE HAPPY TOOTH
Picture 5

Mary brushes and flosses her teeth every day. She visits her friend the dentist regularly for a check-up. He also puts fluoride on her teeth to make them stronger. Mary drinks fluoridated water too, which makes her teeth extra strong.



HILDA THE HAPPY TOOTH
Picture 6

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Hilda the Happy Tooth calls Tillie the Toothbrush and Dan the Dental Floss her best friends. That's because they come to see her every day to clean off the plaque. This keeps Mr. Toothgerm from hiding on Hilda and hurting her.

HILDA THE HAPPY TOOTH
Picture 7

This is Sadie the Sad Tooth. Sadie lives in Jane's mouth. Jane let Mr. Toothgerm hurt Sadie.

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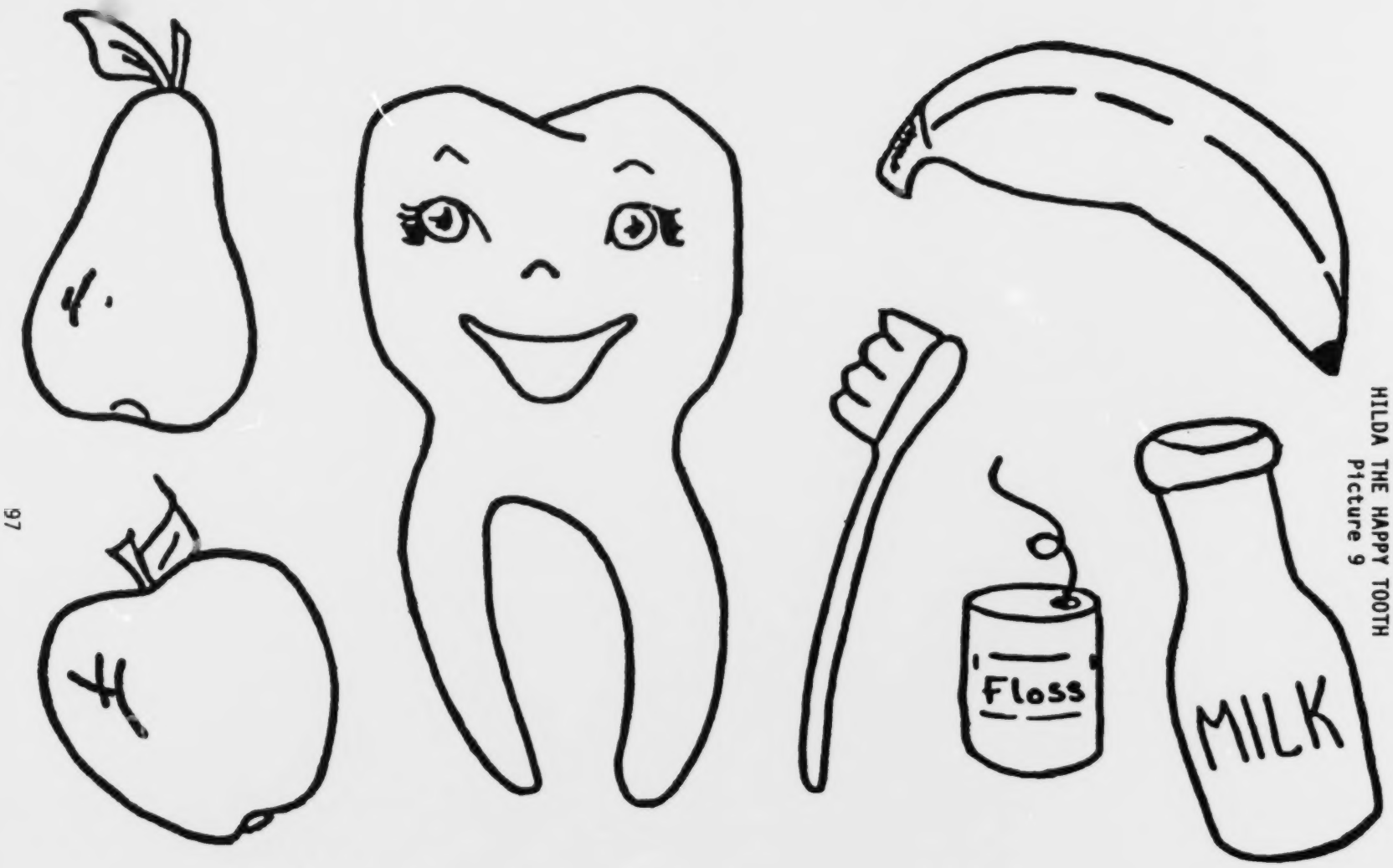
HILDA THE HAPPY TOOTH
Picture 8

Jane did not brush and floss her teeth. She ate candy, she chewed gum and drank soft drinks often. She left sticky plaque on her teeth, and that gave Mr. Toothgerm his chance. He turned the sugar in Jane's mouth into acid. The acid made a hole in Sadie. It hurt her.



HILDA THE HAPPY TOOTH
Picture 9

97

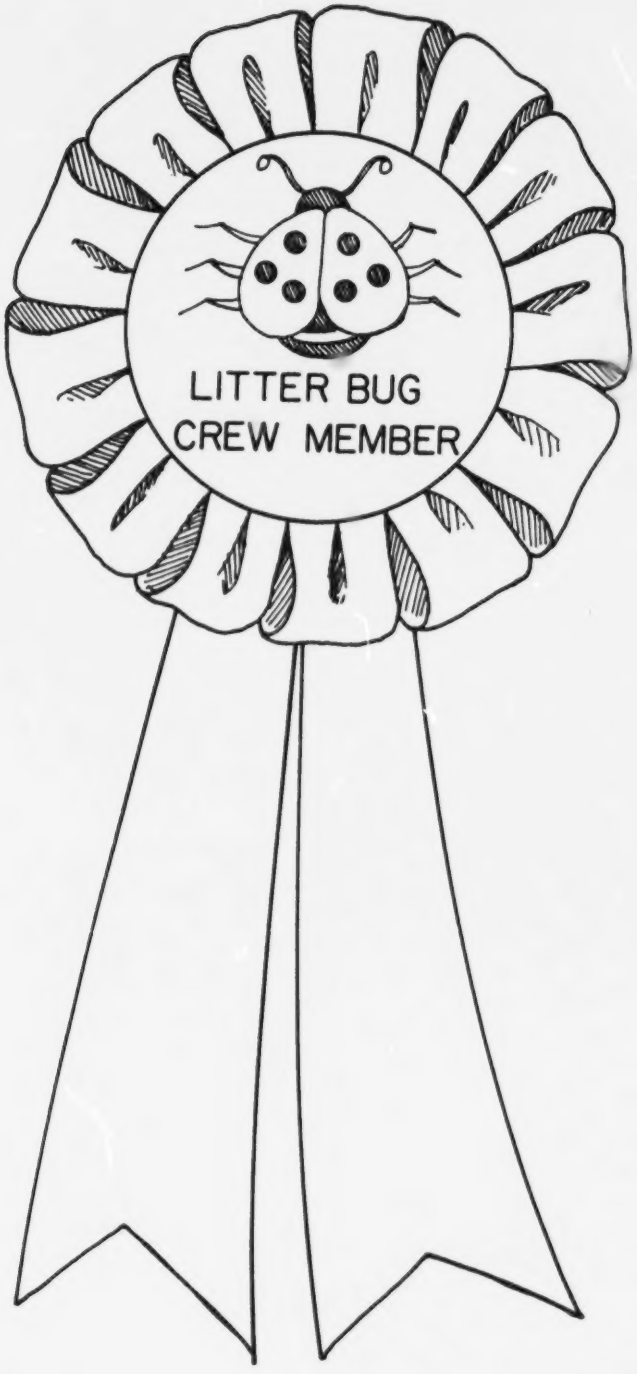
Remember — drink plenty of milk — eat fruit and vegetables. Brush and floss your teeth every day. Then your teeth will be happy like Hilda.

LITTERBUG SQUAD HAT

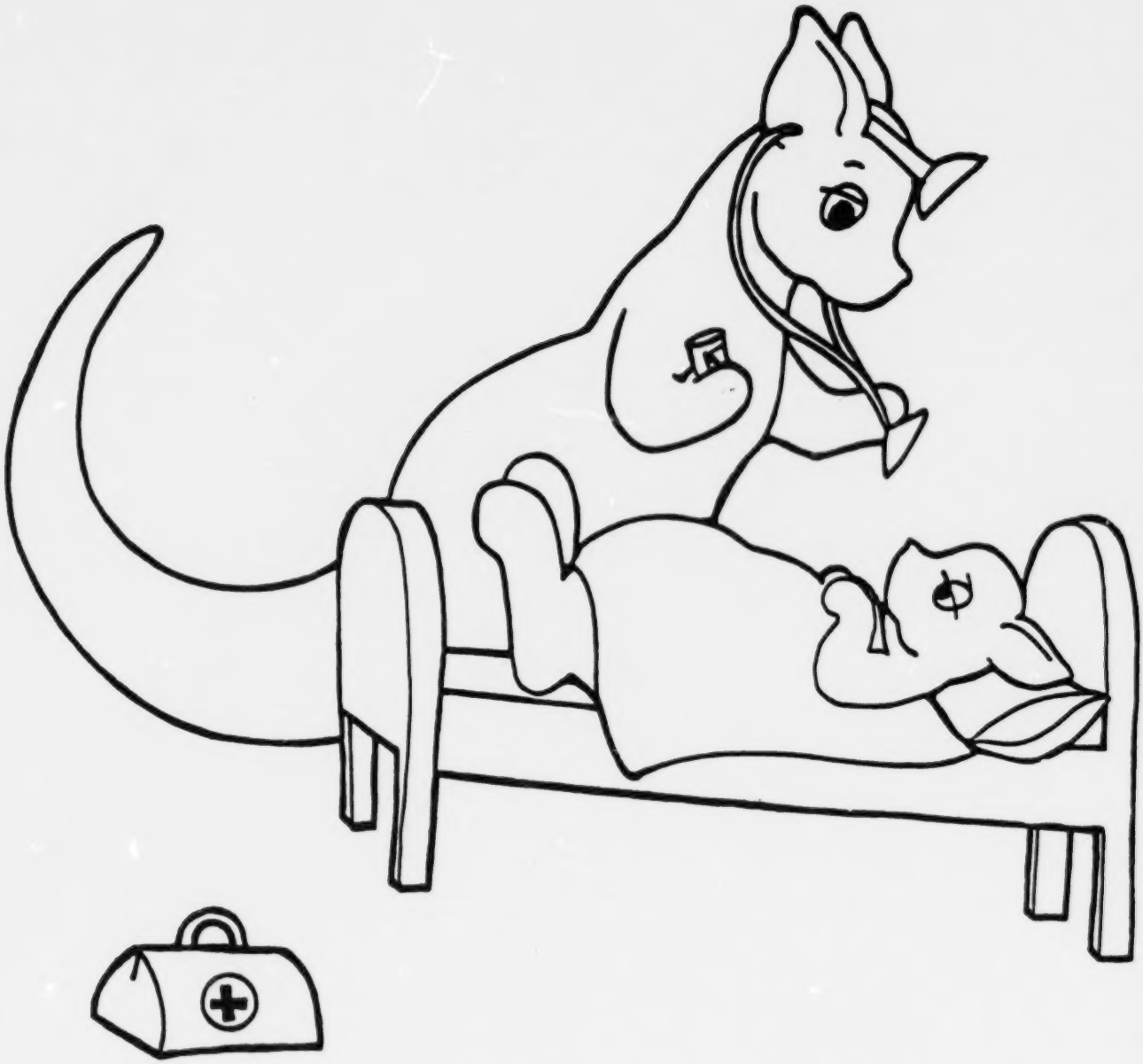
CUT OUT ALONG
SOLID LINES

LITTER BUG
SQUAD

LITTERBUG SQUAD BADGE



TEACHING PICTURE - MEDICINE
Picture 1



Taken from: Michigan Model for Comprehensive School Health Education, Kindergarten

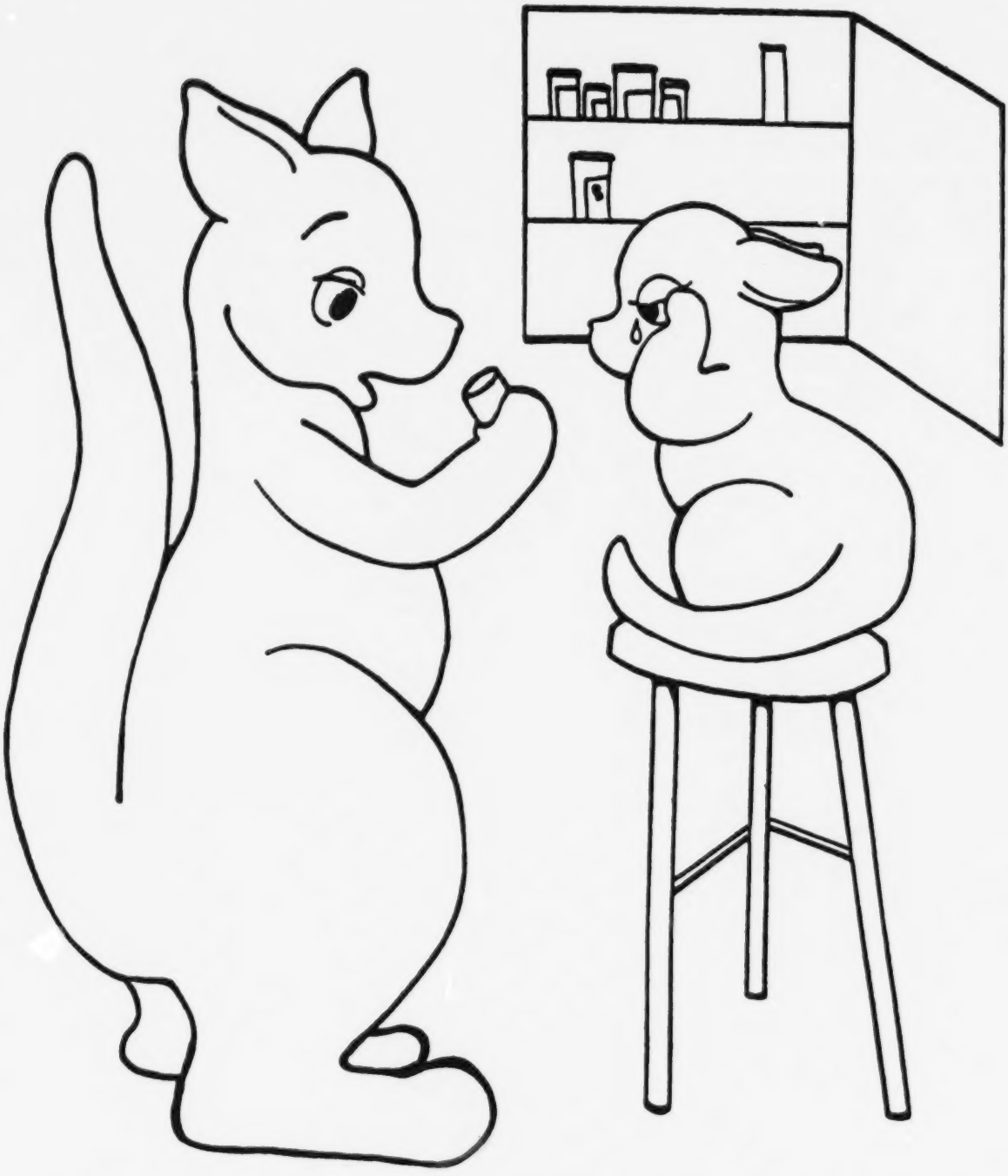
TEACHING PICTURE - MEDICINE
Picture 2

Taken from: Michigan Model for Comprehensive School Health Education, Kindergarten

TEACHING PICTURE - MEDICINE
Picture 3

Taken from: Michigan Model for Comprehensive School Health Education, Kindergarten

TEACHING PICTURE - MEDICINE
Picture 4

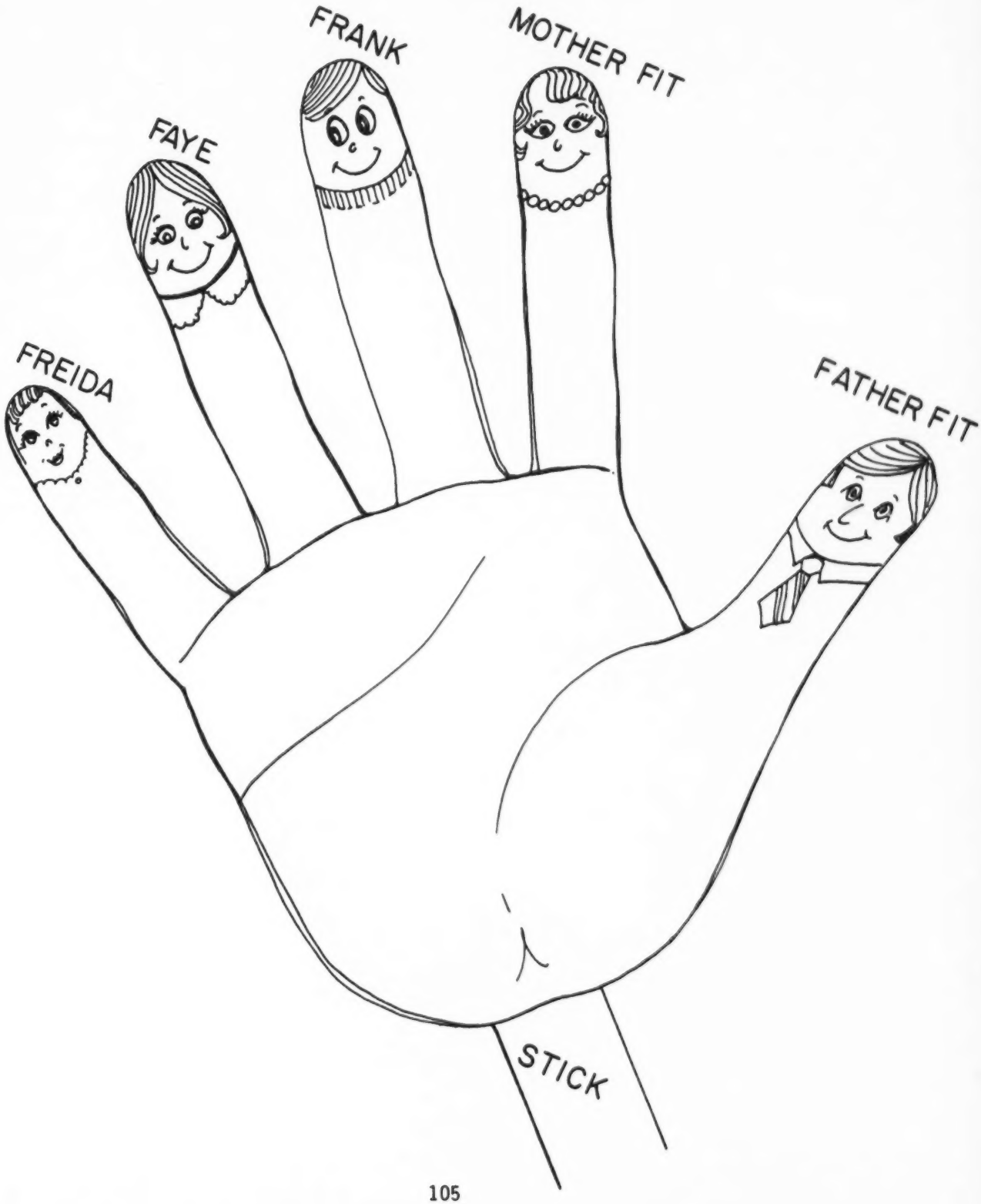


Taken from: Michigan Model for Comprehensive School Health Education, Kindergarten

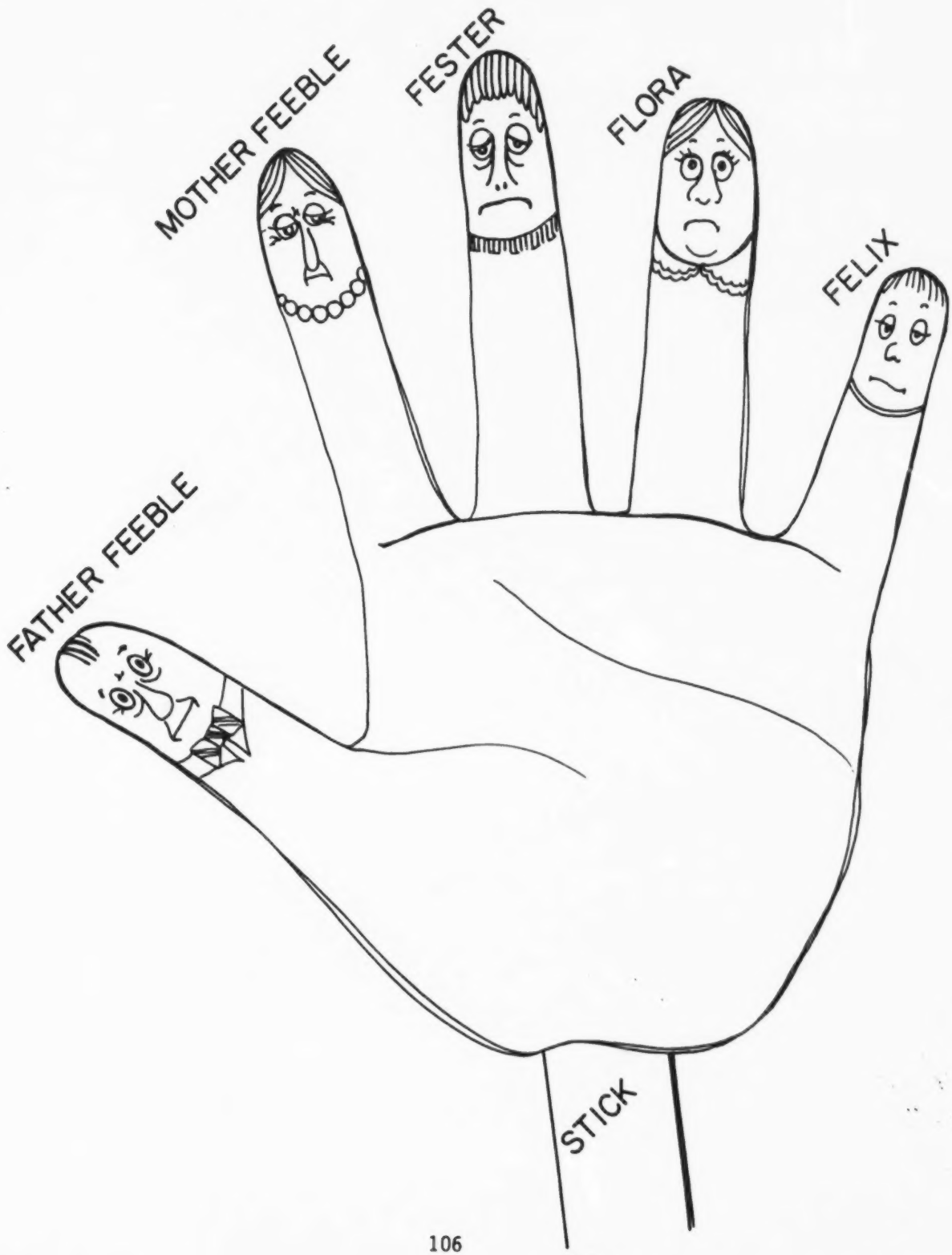
TEACHING PICTURE - MEDICINE
- Picture 5

Taken from: Michigan Model for Comprehensive School Health Education, Kindergarten

THE FIT FAMILY
(Stick Puppet)



THE FEEBLE FAMILY
(Stick Puppet)



DIRECTIONS FOR GROWING ALFALFA SPROUTS

1. Soak 1/4 teaspoon alfalfa seeds* overnight in a small wide-mouthed jar. Fill 1/2 of the way with warm water. Leave the jar uncovered.

2. The next morning, drain the water from the jar. Cover the top with cheesecloth fastened with a rubber band.

3. Put the jar on its side in an open paper bag. Let the jar remain in the bag for two days. Rinse the seeds two - three times each day. Drain well.

4. On the third day, remove the jar from the bag and place it in a sunny window. (This aids in the development of chlorophyll.)

5. At the end of the fourth day, store the covered container in the refrigerator.

6. Cut fresh sprouts as needed.

*Use seeds that have not been treated with chemicals.

SPROUT POCKET SANDWICH
Recipe

Whole-wheat pita bread
Chicken salad
Alfalfa sprouts
Shredded cheese

Open the pita bread and stuff with chicken salad and cheese. Top with alfalfa sprouts.

EMOTION MASK
Happiness

EMOTION MASK
Anger

EMOTION MASK
Sadness

EMOTION MASK
Fear

EMOTION MASK
Silliness

EMOTION MASK
Bravery

JOHNNY AND THE WISE OWL

Once upon a time there was a little boy named Johnny. He had a wonderful friend called Wise Owl, and they both lived with Johnny's mother. Wise Owl loved Johnny and was his best friend. Sometimes Johnny would get a cold, have a cough, and run a fever. Johnny's mother would get some medicine from the doctor and give it to him as prescribed.

When giving him medicine, Johnny's mother would always say:

> "When you are sick, it is important to remember that I give you your medicine. I give you your medicine because I know you, I care about you, and the doctor has told me how much you should take."

Wise Owl would always whisper the same words in Johnny's ear:

> "Who-o-o, Who-o-o, Who-o-o gives medicine to make Johnny feel better?"

Johnny would whisper back to Wise Owl:

> "My mother does because she knows me, cares about me, and the doctor has told her how much I need."

Wise Owl would hug Johnny and say:

> "I like the way you listen and care about yourself, Johnny."

Johnny would hug Wise Owl.

One cold winter night when the house was very still and his mother was asleep, Johnny woke up. He was coughing and felt very sick. He knew his mother kept his cold medicine in the bathroom. Johnny knew that he needed medicine, so he picked up Wise Owl and tiptoed very quietly into the bathroom. When Johnny started to reach for his medicine, his friend Wise Owl said:

> "Who-o-o, Who-o-o, Who-o-o gives medicine to make Johnny feel better?"

Johnny replied:

> "My mother does because she knows me, cares about me, and the doctor has told her how much I need."

Wise Owl said:

> "I like the way you listen and care about yourself, Johnny."

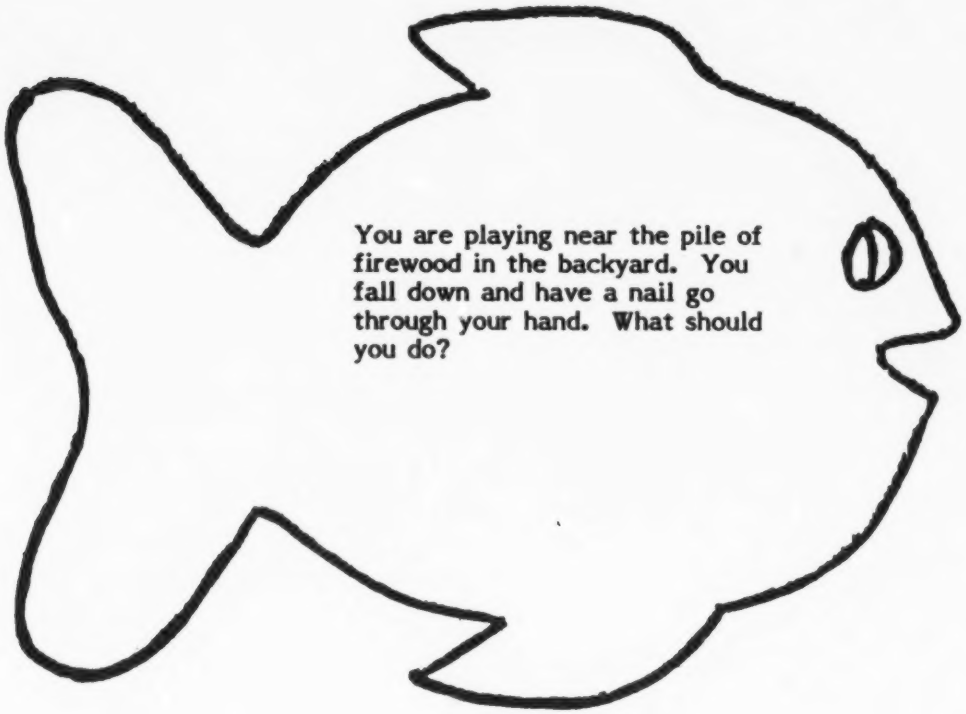
Johnny hugged Wise Owl and said:

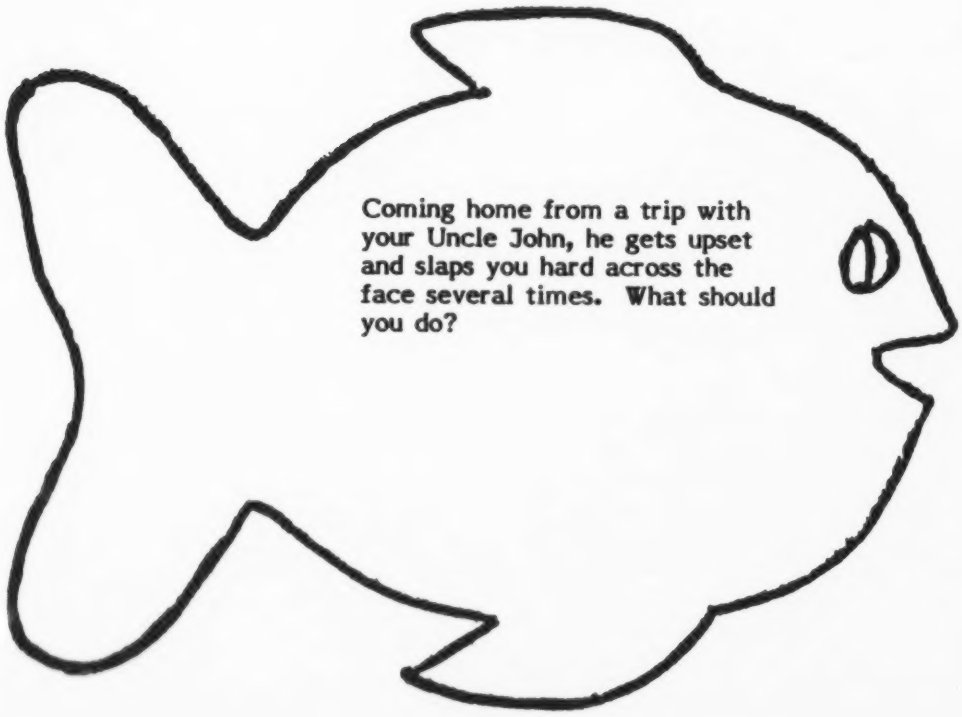
"Let's get Mother and let her give me my medicine."

Wise Owl said:

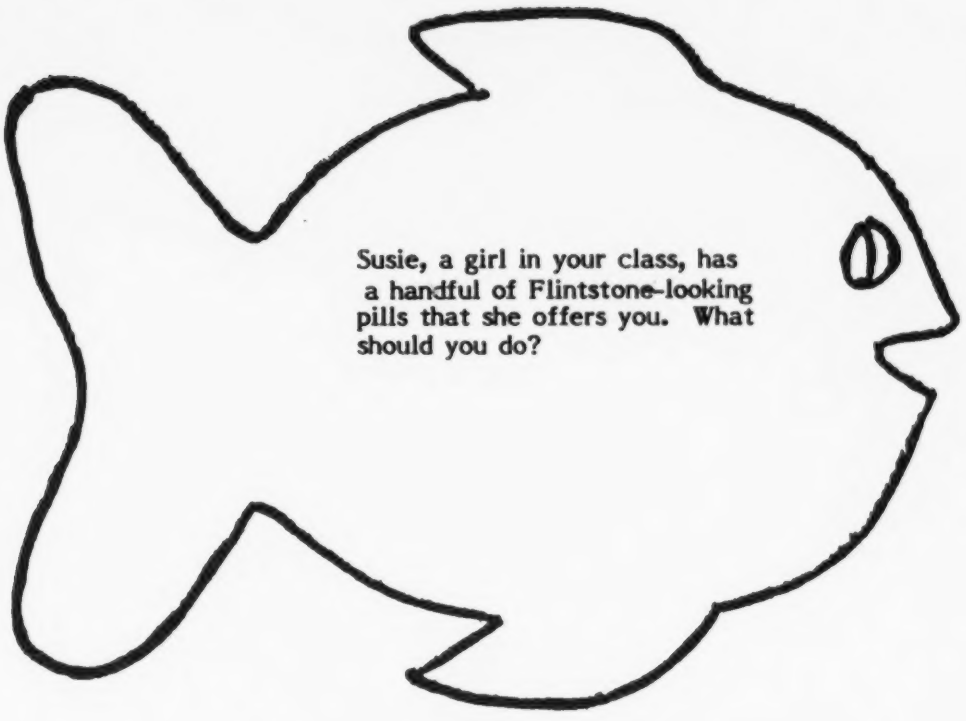
"Johnny, that's a good thing to do," and they tiptoed quietly to Johnny's mother's room.

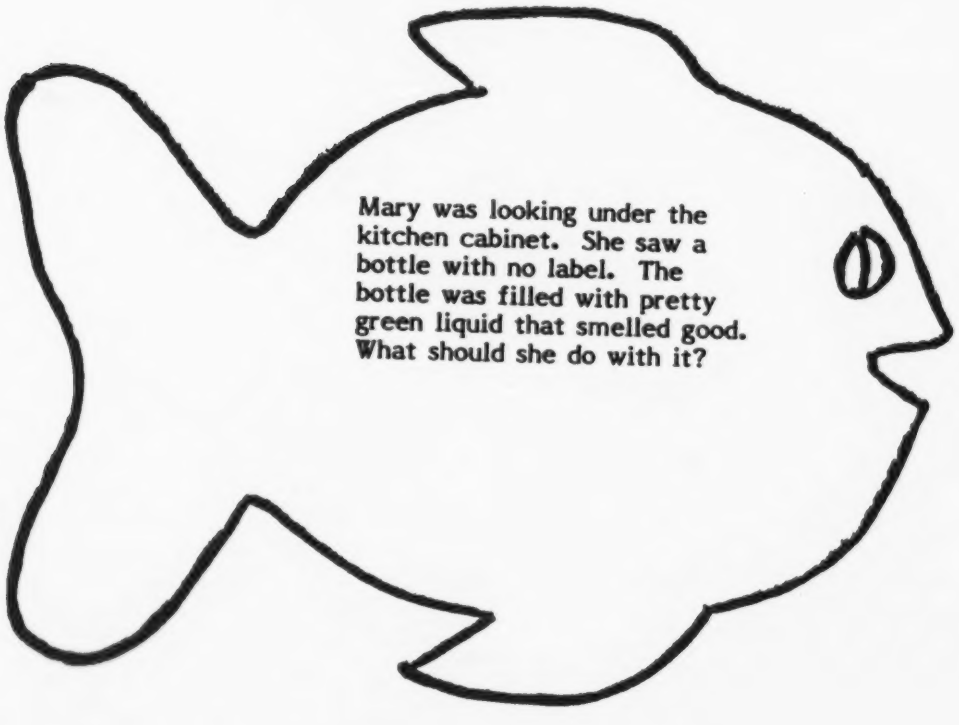
SITUATIONAL FISH


You are playing near the pile of firewood in the backyard. You fall down and have a nail go through your hand. What should you do?

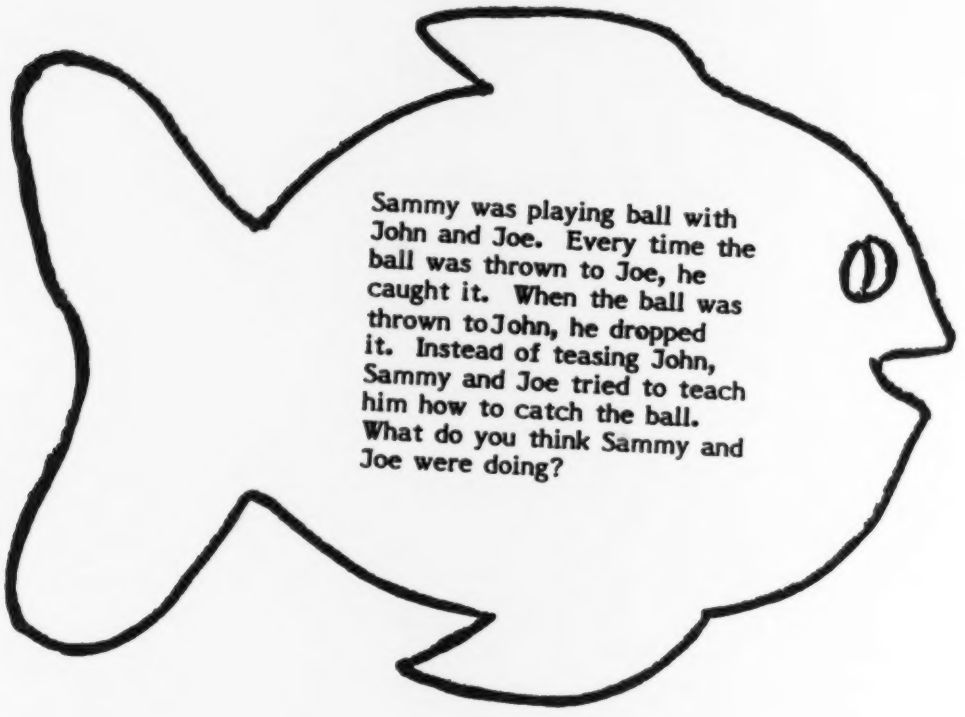

Coming home from a trip with your Uncle John, he gets upset and slaps you hard across the face several times. What should you do?

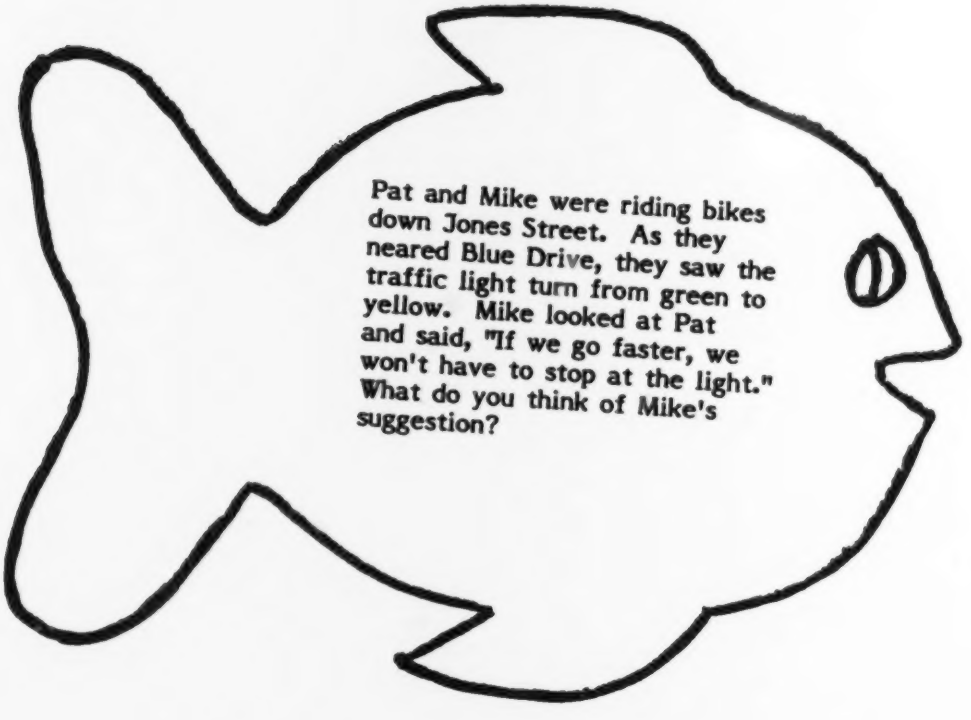
SITUATIONAL FISH



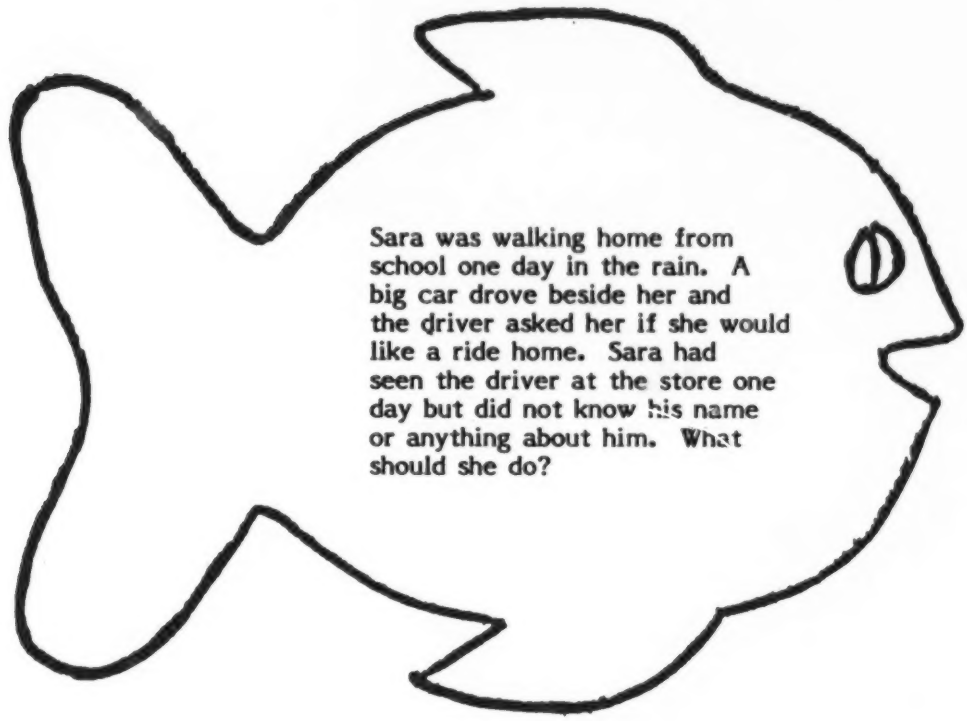

Mary was looking under the kitchen cabinet. She saw a bottle with no label. The bottle was filled with pretty green liquid that smelled good. What should she do with it?

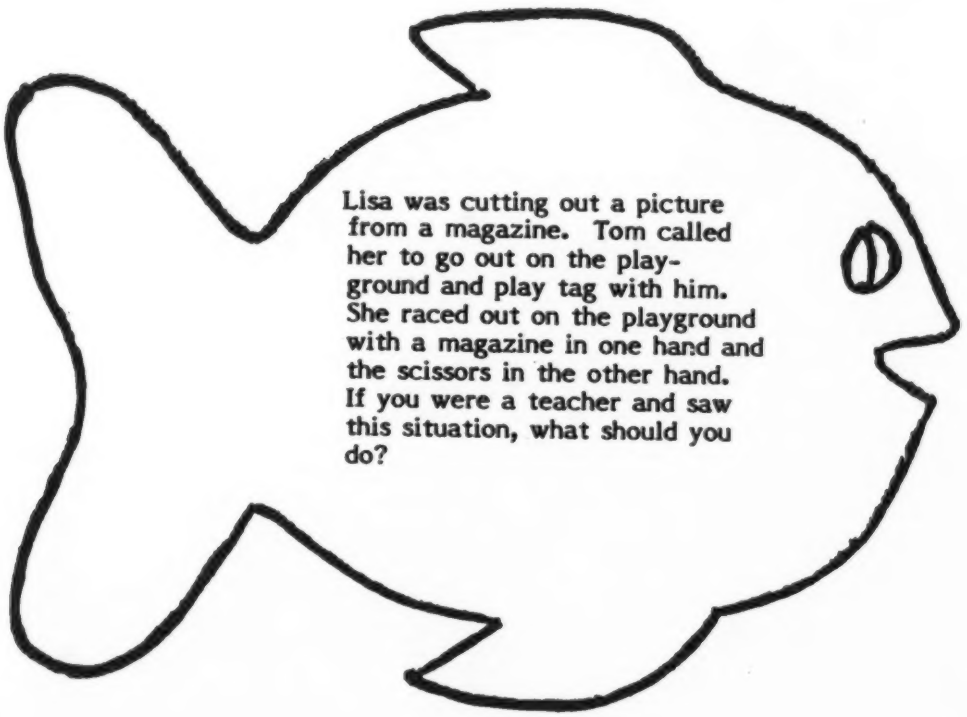
SITUATIONAL FISH


Sammy was playing ball with John and Joe. Every time the ball was thrown to Joe, he caught it. When the ball was thrown to John, he dropped it. Instead of teasing John, Sammy and Joe tried to teach him how to catch the ball. What do you think Sammy and Joe were doing?

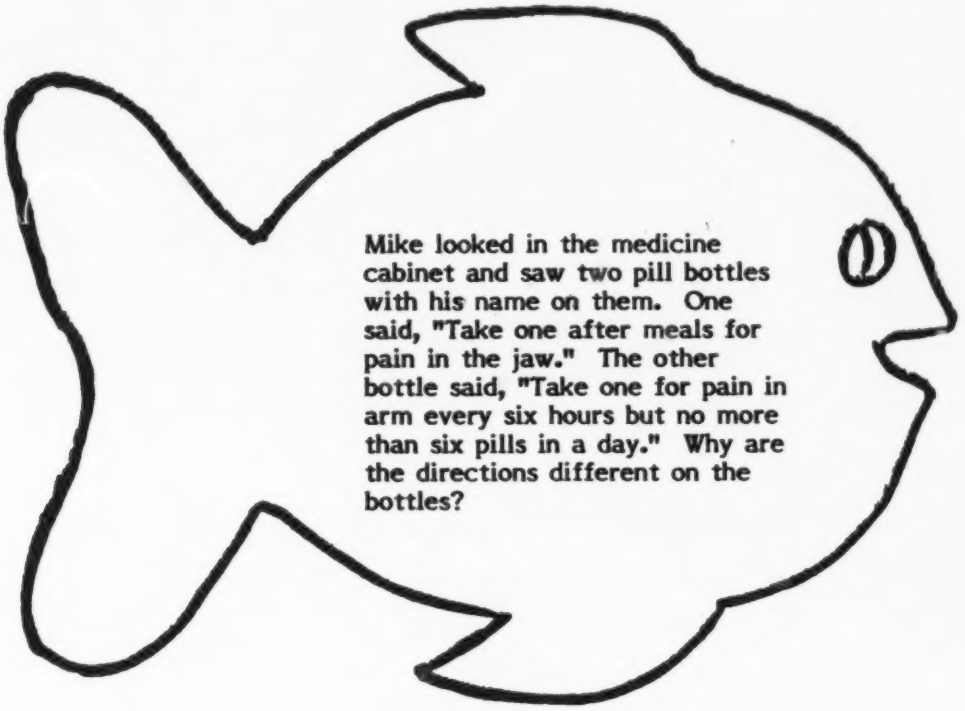

Pat and Mike were riding bikes down Jones Street. As they neared Blue Drive, they saw the traffic light turn from green to yellow. Mike looked at Pat and said, "If we go faster, we won't have to stop at the light." What do you think of Mike's suggestion?

SITUATIONAL FISH


Sara was walking home from school one day in the rain. A big car drove beside her and the driver asked her if she would like a ride home. Sara had seen the driver at the store one day but did not know his name or anything about him. What should she do?


Lisa was cutting out a picture from a magazine. Tom called her to go out on the playground and play tag with him. She raced out on the playground with a magazine in one hand and the scissors in the other hand. If you were a teacher and saw this situation, what should you do?

SITUATIONAL FISH


Mike looked in the medicine cabinet and saw two pill bottles with his name on them. One said, "Take one after meals for pain in the jaw." The other bottle said, "Take one for pain in arm every six hours but no more than six pills in a day." Why are the directions different on the bottles?